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# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

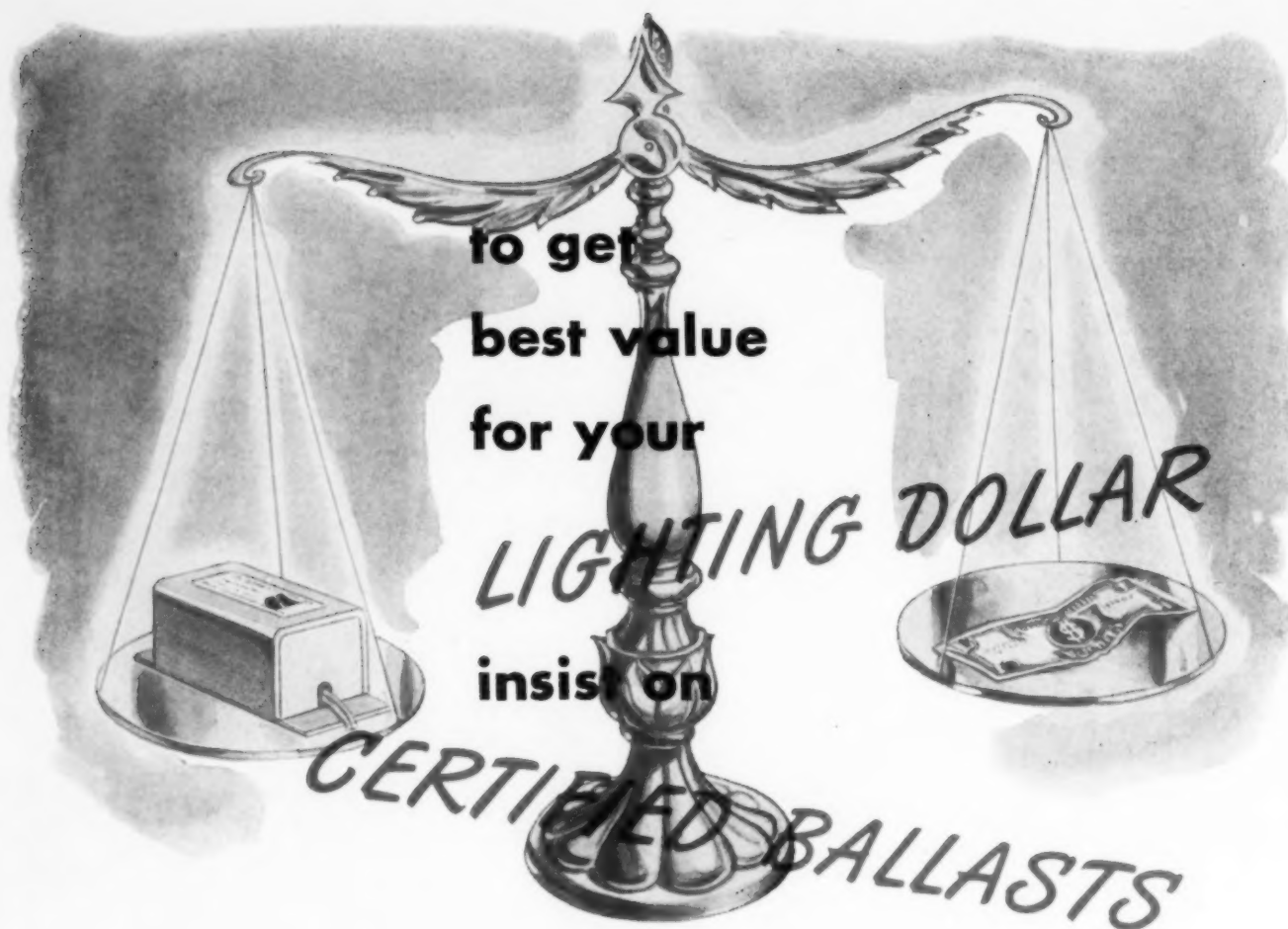
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in Dramatic Convention—*Tuttle*



VOLUME 120, NUMBER 4

APRIL, 1950



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# THE AMERICAN School Board Journal

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The contents of this issue are listed in the "Education Index."

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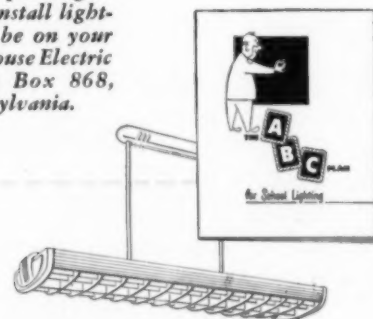
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# THE AMERICAN School Board Journal

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APRIL, 1950

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## Laws Which Hamper Progress —

# Does the School Code Haunt You?

*Theodore L. Reller\**

At a recent public meeting the writer heard a leading school administrator urge the educators of the state to give attention to the school code and to attempt to effect such recodification of it as would make possible more effective administration of schools. The need for such action is recognized by the more able administrators in many states. However recodification is a large and difficult job and it is reluctantly and rather rarely undertaken. It is a somewhat costly operation and requires special talent if it is to be well done. It is not costly if viewed in terms of the manner in which the energies of schoolmen could be freed through it but rather in terms of the dollars involved and the readily tangible result. In other words one can get along with the impedimenta of the old code and therefore no one energizes the movement to change it.

Not only are school administrators hobbled by many of the existing codes but so also are members of school boards. For when a matter comes before them, they frequently are fearful of acting in the way which they believe to be educationally sound for fear of getting involved in some legal tangle because the code does not specifically tell them how to behave in the situation under consideration. They have in numbers of instances almost developed a passion for holding to the specified letter of the law rather than to their broad mandate to develop and maintain a sound system of education.

Under these circumstances boards of education and even administrators are sometimes reduced almost to the point of being rubber stamps for the legal counsel or of the board. They find themselves in fear of making any decision except on

recommendation of the legal arm. If they happen to get in the grip of a dominant and exceedingly conservative legal adviser, there is little they can do except that which is specifically presented in the law. They are thus prevented from developing a school system, which while a part of the state system, is still designed to meet the needs of and is adapted to the local community. In these cases the legal counselor in some instances actually determines policy instead of advising the board in order that it may do so.

### Reasons for Defects in School Laws

If these conditions exist — and there is evidence that they do — it is in order to ask what is the source of the difficulty. A number of conditions appear to contribute to it. Among them the following stand out:

1. The codes in many instances have not been recodified sufficiently recently. Almost every session of the legislature enacts a considerable amount of educational legislation and about once in ten years the state legislature enacts a very great amount. A code which is an early code plus an accumulation of laws for a decade or more is therefore scarcely a code.



Many obsolete clauses remain and it is difficult to determine what is controlling regarding many points. The significance of this problem is realized when it is pointed out that in the past decade only two or three states have recodified their school laws.

2. The codes and the statutes in many instances have become exceedingly voluminous. There has been a tendency on the part of many groups to attempt to have all details written into the law, and legislatures have not in all instances resisted this tendency or at least they have not resisted it successfully. Various pressure groups anxious to secure state-wide conformity to their point of view have seen detailed legislation as desirable. As a result statutes have grown longer and longer, have covered more and more specific areas of the educational service, and the problem of the local board has increased. There has been a tendency to attempt to write specific legislation which will meet the wide variety of needs of all areas of the state. This almost inevitably produces an excessive volume of legislative enactments.

### Role of School Code Misunderstood

3. There has been no widely accepted philosophy of what statutes and codes should contain. Laymen have been willing to see increased prescription of details. In some instances state school directors' associations have even requested such legislation at the same time they have talked of local control and responsibility. I recall a few years ago a state school directors' association which asked that the legislature designate or authorize a state authority to designate all "subversive" books in existence. Apparently they didn't wish to exercise local control regarding the curriculum and instructional materials.

\*Professor of Education, University of California, Berkeley 4.



Even more regrettable is the absence (in the minds and actions of some educational administrators) of a philosophy concerning the detailed control of education through statute. In many instances they have grown so in the habit of looking to the statute for detailed procedure that they are disappointed if they do not find a matter outlined. They may have become as the rumored government bureaucrat, unable or unwilling to move unless they have a procedural expert at hand. They fail to find some true measure of freedom in a broad mandate; or if they find it they don't welcome it. Thus many school directors and some administrators lacking a philosophy as to the nature and desirable role of a code offer little objection to legislation which should never be enacted.

In fairness it should be observed that the matter under discussion here is not a simple, nor an easy one and that it has frequently been complicated by the fact that some groups would put great pressure on those who resisted their pet schemes. For this reason it is imperative that certain principles regarding this matter be established. Then opposition when necessary can be based upon clearly, previously stated principles rather than be viewed as an objection to specifics (persons, groups, or things) which may or may not be acceptable.

4. There has been a tendency in our nation to attempt to make too many improvements (or changes) through legislation. This is true in many areas other than education as well as in the case of education. This tendency is, of course, related to the absence of the philosophy of administration referred to in "3." In many instances the legislation even though passed fails to achieve its objective. It however creates the illusion that all is well—for a law provides that it is—and then the pressure group ceases work. In some instances it is fortunate that a law has been accepted as having done the job. In others, however, this is to be regretted. In any case there needs to be a recognition of the fact that desirable change is effected not through legislation alone—but through public opinion to pass the legislation and to secure its effective administration and through effective administration.

#### Failure of Local Districts

5. Many local school districts have been incompetent and have lacked vigor. In many instances they have been too small to develop an educational program. They have not possessed the essential resources—human or material. They have lacked: boards of education composed of able laymen; competent administrators; adequate financial resources; a sufficient number of children to make possible the development of a well-rounded, efficient educational program. Their failure, of course, has been and continues to be an invitation for undesirable prescription of details by the

state. In fact their incompetency in some instances has been so great that the prescription which in light of general principles is undesirable may have been actually desirable.

6. The concept that education is a state function has been misinterpreted. Surely enough courts have held that education is a state function that it is not the intent to challenge the concept here. However the fact that education is a state function does not make necessary or even suggest that the state should directly do the job of educating or that it should detailedly prescribe the manner in which it should be done. From a legal point of view the state may do so if it wishes. However the state may come to the realization that it can best carry out its function by encouraging the development of junior partners; e.g., local districts—which have resources, resourcefulness, initiative, and adaptability. The strongest state is the one with the strongest local authorities all subscribing to common broad objectives but each experimenting and working with all available resources to achieve the goals. Many roads may lead to the same objectives. One road may be preferable for one community—another may be the most promising for another community.

#### Progress and Tax Limitations

7. There has been inadequate recognition of the fact that the state program is a minimum program only. In too many instances it has come to be thought of as the program. Almost as important as establishing the minimum and requiring the attainment of it is guaranteeing and encouraging the local districts to exceed the minimum. Educational advance has come largely as a result of some districts exceeding the minimum. Philosophically it should be noted that much of the excitement and pleasure of achievement comes from doing more than the minimum expected or demanded. Fortunately in recent years there has been a growing recognition of the necessity of local school districts having considerable tax leeway; e.g., power and ability to tax to provide educational opportunities beyond the state-guaranteed program. While in theory this concept is now fairly widely accepted—in practice far too few of our local authorities have adequate tax leeway.

8. Some school administrators have thought too much of meeting the needs of their own local districts and too little of meeting the educational needs of the state. As a result they have sought and secured special legislation or general legislation with local application only. To the degree that their needs have been satisfied in this manner they have become less interested in an adequate code and more complacent about the passage of legislation which they should have opposed. They have failed to recognize that while they have a responsibility to live in accord with statute they have an equally important

responsibility to improve statute. They have not recognized sufficiently that the soundest way to advance education in their respective communities is to help build an adequate legal structure for it in the state.

9. There has been a lack of courage on the part of members of boards of education and of school administrators. Public service is difficult. The public is fickle, unappreciative of and unkind to many who have served it long and well. Occasionally an administrator and board members have become involved in severe difficulties as a result of their attempt to advance public education. These cases come to the attention of other school directors and administrators and influence them unduly. They fail to recognize that the courts have in most cases upheld the board and administrator when they have acted in good faith and with the intent to advance the education of children and youth. Of course a court fight is unpleasant even though won or even if there is no penalty when it is lost. Therefore the appealing course appears to be the "safe" one of doing nothing which is not prescribed or which the legal adviser has not outlined. Dependence upon the code thus becomes a way of failing to assume the responsibility which properly falls upon the administrator. The idea here is not that school directors and administrators should attempt in any sense to avoid or evade the law. Rather it is that it is their legal responsibility to develop the educational services in their area and that in a very real sense if they fail to do so through playing "safe" they have violated the law or at least the spirit and intent of the law. It is possible to become so bound by fear and by "legalisms" imagined if not real that advancement in education becomes difficult if not impossible except through statutory change. This is indeed a regrettable state and one which is difficult to condone in a democratic society. Something needs to be done to give the administrator more security to lead in most of our states. However he and the school directors probably will still have to have courage beyond the average if outstanding schools are to be developed.

#### The Spirit vs. the Letter of the Laws

The aforesaid factors are suggested as some of the elements which enter into the development of code-ridden school systems which lack originality, initiative, individuality, independence, power to develop, and which seem to be characterized by the desire to play safe, to achieve the average, to live in accord with an ever increasing number of letters of the law rather than to achieve its spirit and broad mandate—to be in a sense haunted by the ever expanding impedimenta of the school code or statutes. What then are possible approaches to the solution of the problem? The following are suggestive only. The problem under consideration is of such significance and magnitude that there are no easy or quick or correct solutions.

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1. There is need for extended intensive study of the actual conditions in various states and of the operations under various codes. What has been the effect of various provisions of codes? How has creativity been best promoted by the state in the field of education? How can the state best insure the achievement of its educational goals?

2. Assuming that "1" will lead in some measure to support of the view presented in this statement, it is essential that there be developed on the part of laymen as well as professional personnel a fuller appreciation of the significance of a philosophy of administration. This should embody principles which would give direction to an examination of or development of a code. It should contain principles in light of which proposed legislation could be weighed to determine its desirability.

3. The programs of states, associations, and universities for the education of administrators and school directors should give considerably more attention to the development of a sound point of view regarding the desirable role of the state and local district in the education service. The development of this understanding is, of

course, related to and dependent upon the development of more adequate state departments of education on the one hand and more adequate local districts on the other.

4. School directors and administrators should take leadership in securing the passage of legislation providing for the recodification of school laws and in the process insuring simplification, clarification, and development in accord with defensible principles of state and local educational administration. They should seek laws establishing the broad basic policies within which the state department of education and the local school authorities could operate effectively. They should see recodification as an opportunity to clarify and reconstruct; as an opportunity to effect the co-operation of legal minds, educators, and outstanding laymen in developing a code which would stimulate men to show initiative and to accept responsibility for carrying public education forward to new efficiency.

5. School boards and administrators should be encouraged to recognize that they have a major responsibility in offering leadership. They should be stimulated to

lead. They should be brought to the realization that in playing "safe" or in operating only a prescribed program which does not greatly exceed the minimum they are not only failing to meet their obligation to the children under their care but that they are also contributing (through default) to the development of administrative practices and a philosophy of administration which strikes at the very roots of views which they by and large claim to value highly. They must also lead in securing the passage of legislation developed in accord with sound principles of legislative action. In this manner the school code or statutes can become the guide lines in accord with which the school directors and administrators may work vigorously to achieve the mandate which is theirs. They can ill afford to be haunted by school codes. Rather they can, through a desirable code and a reasonable interpretation of it, be encouraged to offer the vigorous leadership which is imperative if the schools of our nation are going to stimulate the development of our people in such manner that they can meet the challenge of our society and of the world society effectively.

### Is Competition Desirable? —

## Education and the Welfare State

*Robert E. Wilson\**

The air is heavy these days with opinions regarding the welfare state. Statesmen, educators, service clubs, women's auxiliaries, and debating societies are rehearsing in the American way to arrive at the truth on this proposal. Educators, ever sensitive to the needs of the proletariat because of our experience with youngsters from both sides of the track, are prone to advocate the merits of the welfare state. Before we commit ourselves as a group to any such viewpoint, however, we should review the situation in our own bailiwick. He who lives in a glass house should always beware of throwing stones.

Within education exists one of the most prominent debilities of the welfare state — the lack of competition. Education, as an organized force, has little competition in our society. There are supplementary educational institutions, but none with the specific function for which education obtains. Formal educational institutions constitute a monopoly. As a result, the peculiar evils attributed to a monopoly can be attached to education. Education is not forced to keep up to date. It does not have to abandon the obsolete and adopt the

new in order to stay in business. Its stock of dusty services and methods can remain on the shelves indefinitely and still be sold, for the buyer can look nowhere else for a supply.

### The Lack of Competition

Education does not even have to advertise — there are no competitors. Although in relatively recent years the advantages of a public-relations program are readily acknowledged by school administrators, the lack of such a program will not bring on bankruptcy. The advertising that is done frequently appears only when the school needs additional financial support. This fact is evidence enough that advertising pays, but since there is no compulsion about it many schoolmen neglect this phase of administration.

Perhaps it is fortunate that we do not advertise more than we do. If the trusting public cared as much about education as it should, if it knew as much about modern teaching techniques and curriculums as educators do, there would be little peace in our circles until renovation was accomplished. However, we should not underestimate the threat to our present contentment

that is being created by the recent analyses of education appearing in the "popular" periodicals. Advertising is being done for us, and instead of creating a demand for the product it frequently arouses desire for something better. When the dull and specialized topic of education rates attention in newsstand magazines, there is bound to follow further inquiry into what's wrong with education.

The worst evil of any monopoly obtains when a better product is developed but the public is denied its benefits. So it is with the monopoly of education. One could not be too critical of education's techniques and curriculums if more worthwhile ones were not known and available. Moreover, with the development of more valid measures for testing the value of educational effort, there need be little skepticism any more about the worth of learning by doing, building upon interests and needs, concern for child development rather than subject matter, guidance, cumulative records, visual aids, discipline by reason rather than authority, and attention to proper physical conditions of the learning environment: seating, lighting, ventilation, and color. The serious criticism of our

\*Director of Secondary Education, Elyria, Ohio.



monopoly, then, is our reluctance to offer our best products to the public.

### New Things That Are Not New

If these forward-looking methods could actually be classified as "new," "untried," or under the frightening category of "progressive," there might be some justification for our reticence in adopting them. The truth is that many so-called modern techniques are as old as recorded history itself and have been reiterated with variation through the ages. If this comes as a surprise to anyone, his attention is called to Plato's insistence upon arousing interest first in the learning process, his respect for individual differences, and the education of the "whole" child; to Christ's teaching by demonstration; to Montaigne's learning by experiencing and his abhorrence of isolated fact learning; to Francis Bacon's concern for social development of the individual; to Rousseau's emphasis upon capitalizing on the child's natural interests, curiosities, and activities; down to Dewey's child-centered approach. Although these methods have been on the market for generations, they have never been bought by schoolmen except in corner-store doses.

The only threats to education's monopoly have touched off loud protests, when the CCC and NYA units were introduced as competitive agencies to care for youth abandoned by the school, educators took the viewpoint of other monopolists—rather than improve our own product the competition must be eliminated. Fortunately for educators, the competition was eliminated, not through our own resourcefulness, efficiency, or improvements, but through a war and prosperous economic conditions that have temporarily removed the necessity for realistic training. Far-sighted professionals can see the handwriting on the wall when the present bubble bursts, and they are urging a housecleaning ere competition again enters the picture. However, their warnings for the most part

fall upon unlistening, self-satisfied ears. Evidently the principle of learning by doing applies even to teachers. New competitive educational agencies must come before we awaken to the necessity for an education geared to a sound philosophy and a changing society.

### The Harm of Permanent Tenure

In still another manner education assumes the nature of the welfare state—guaranteed employment. The undesirability of ruthless individualism which characterized this country's early experience with free enterprise must be acknowledged. Human rights and dignity must be respected much more than was the case when an employer could hire and fire as he would buy and sell chattels. Nevertheless, the opposite situation leaves something to be desired. Human nature seems to be of such composition that it does not function at its fullest potential without challenge. Frequently it requires uncertainty. Certainty tends to breed mediocrity. There seems to be evidence to support this thesis in reports emanating from those nations which have experimented with guaranteed employment—England, Russia, and her satellites. Moreover, if there is validity in the unofficial statements of this country's employers, viz., economic prosperity and those government projects which guarantee employment have decreased individual productiveness, efficiency, and ambition, the thesis seems to be correct.

Most of the states have adopted plans of guaranteed employment to teachers in their tenure programs. If the principle that absence of challenge and certainty encourages mediocrity applies to other economic pursuits, it is unlikely that teaching is exempt. Tenure plans have, to some extent at least, removed the necessity for a teacher to adopt new techniques and procedures, or even to keep abreast of professional advances. Probably no educa-

tor wants to revive the era of rugged individualism in the appointment and dismissal of teachers, but there must be a happy point between the two extremes which will assure educational improvement as well as job security.

### Competition Would Help

Emphasis on the dismal aspects of education's welfare state herein is not intended to imply that no progress has been made over the years. An appraisal of today's curriculums and teaching procedures in contrast to those of a century ago will evidence extensive advancements. The purpose here is to spotlight the facts that in several educational areas no improvements have been made and that more rapid melioration has not been accomplished because there is no force demanding it. What has been achieved has been due to the efforts of imaginative, energetic persons in the field against the powerful resistance of lethargic, contented individuals who flourish in the absence of competition. The fact that the early twentieth-century discoveries regarding the nature of the learning process and the operation of the mind are just now gaining a hearing is indicative of the snail's pace with which educators discard the old and adopt the new.

On the threshold of the second half of this century it is hoped that the introduction of competitive educational agencies will not be necessary in order to effect modernization in education, but it is certain that further socialization of processes will not contribute to the goal. Educators should be cautious in recommending the welfare state for our society. The welfare state does hold certain promises, but its shortcomings as demonstrated in our circles do not attract subscribers. Free enterprise has produced some black incidents in its history, but educators can never afford to forget that it is largely responsible for this country's arrival at its coveted position of world dominance and leadership.



The Board of Education at Wadsworth, Ohio, has underway a general improvement school building program. One elementary addition has been completed, another is ready for occupancy, and further expansion is planned. Additional playgrounds have been purchased as well as a site for an additional building. The building expansion is only an indication of the expansion of the educational program. Reading from left to right: J. S. Overholt; Mary Ellen Anderson, clerk-treasurer; E. H. Gibbs; T. H. Ewing, president; S. E. Welty, vice-president; M. F. Yelinek; M. H. Burkholder, superintendent.



# School Redistricting in the

## Forty-Eight States *Kenneth E. McIntyre, Ph.D.\**

The most remarkable aspect of the school district reorganization statutes in the various states is the diversity of approaches that have been made in attempting to solve the problem. No two states have attacked the problem of modernizing school district structure in the same way, although a few definite patterns are discernible. Tradition, geographic and economic conditions, local governmental organization, and many other factors have tended to produce sectional patterns, but the specific action taken in each state is unique. In several states, virtually nothing has been done, for various reasons. In every state, the importance of adequate school district organization is recognized by educators and laymen who have given serious thought to the matter.

### Three Types of Administrative Units

With certain exceptions, basic administrative units tend to fall into three broad classifications: (1) the county or modified county unit, prevalent in the southeastern states and a few others; (2) the town or township unit, found chiefly in the New England states; and (3) the small local district, characteristic of most of the remaining states. Recent redistricting activity has taken place primarily in the states in which the small local district is the basic unit.

Since education is a state function, the states are responsible for providing good schools and adequate school districts. Legislative enactments provided the framework for school districts in which the schools originally were set up, and further legislation in most states has provided some means of adjusting district structure.

Many states have provided for a number of years for the merging, "consolidation," or annexation of existing districts, or for minor adjustments in district boundary lines, through local action. This type of provision was responsible for a significant reduction in the total number of school districts in the country, but was almost uniformly inadequate in providing sound districts or in keeping pace with changing times. Since action was in most cases entirely of a local character, state leadership and over-all planning were lacking, and in many states the result was either inaction or enlarged districts that were still insufficient to provide good schools. Local selfish interests often succeeded in gerrymandering districts to escape a fair share of the burden of supporting schools. Typically, such statutes

This article is the second of a series on school redistricting. There will be a final paper on reorganization problems.

provided for the initiation of proposals by a petition signed by a specified number of voters, with final approval depending on a majority vote in each affected district. It is not surprising that this type of law produced few completely satisfactory new districts. In some states, this is still the only available means of improving inadequate school district structure.

A second general type of legislation that has been used is mandatory redistricting. In some states, the legislatures designated the county to be the basic administrative unit, as in Florida and West Virginia. More commonly, the modified county plan was set up, with communities of certain types permitted to maintain districts apart from the county unit. This type of district is found in Utah, Kentucky, and several southern states. The Arkansas law of 1948 is a good example of this type of statute. Georgia's new Constitution, adopted in 1945, provides for modified county units. Another type of mandatory redistricting, found in several states, including Montana, New Mexico, Oklahoma, and Texas, occurs when districts can no longer maintain certain standards, such as failing to operate a school for a specified number of years, or having an enrollment below a specified number. The proponents of mandatory redistricting argue that the state is merely exercising a responsibility that belongs with the state, and large units are set up without the necessity of waiting for public opinion to operate.

### Reorganization by County Boards

Midway between the mandatory and permissive plans are those in which much authority is given to county committees or boards of education in ordering reorganization, without a vote of the people or with a vote of the people only under certain conditions. The Kansas law of 1945, which was declared unconstitutional in 1947, was of this type. Texas, Ohio, and Wisconsin also have laws giving county boards or committees considerable authority, although in the latter two states procedures are available by which the electors can have a plan referred to the people for final decision.

Permissive redistricting, through a comprehensive, state-wide program, is a comparatively recent development, constituting a third general type of activity found by the writer in his study of reorganization in

the 48 states. Since the Washington law of 1941, 12 states have adopted legislation of this type,<sup>1</sup> and a few other states are engaged in programs having certain similar features. In 1914, New York adopted a reorganization plan which was not effective until 1925 when financial incentives were provided by the state. New York is included in this classification because of the state-wide emphasis of the program, although the New York plan is different in many respects from the programs of the type carried on in Washington. The statutes included in this category are, in general, characterized by the following features: (1) a county committee of laymen which initiates proposals for new districts within the county; (2) a state committee which gives over-all advice, counsel, and leadership; (3) expert field workers who work with the county committees, giving technical assistance in the development of reorganization plans, and (4) final acceptance or rejection of plans by a vote of the people in the proposed new district. The spectacular results obtained in a few states, employing this type of program, have demonstrated that the right kind of permissive legislation is effective if the people understand the purposes of redistricting and if present district organization is not made too attractive financially to too many people.

Before considering the details of the redistricting laws, it might be interesting to observe that 24 of the 48 states have passed laws pertaining to redistricting since 1940. One cannot fail to be impressed with the fact that the state legislatures are becoming aware of the relationship between adequate districts and adequate schools, and they are now taking steps to do something about it. The success of their efforts was pointed out by the writer in a previous article, in which it was stated that there are now approximately 32,000 fewer school districts in the United States than there were during the school year 1937-38.

### Full Educational Program Necessary

One of the characteristics of an effective school district is that it provides within the district a full program of elementary and secondary education. However, reorganization laws do not state specifically that new districts must maintain secondary schools, although in most cases it is strongly recommended in the literature provided to local groups by state officials.

<sup>1</sup>These states are California (1945), Colorado (1949), Idaho (1947), Illinois (1945), Iowa (1945), Minnesota (1947), Missouri (1948), Nebraska (1949), North Dakota (1947), Pennsylvania (1947), and Wyoming (1947). Wisconsin (1947) has a similar law that is largely permissive in nature.

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Practically all of the county-unit states do not have this problem, because the county generally maintains at least one secondary school.

In 18 states, the statutes provide for a county committee or board whose principal responsibility is to initiate plans for re-districting within the county. The membership varies in number among the different states, from five to thirteen, with nine being the most common. In five states, the county board of education is given the responsibility, whereas in thirteen states a special group is appointed through one of six different methods: (1) by a caucus of school district trustees, in five states; (2) by the presidents of local district boards in one state; (3) by a group composed of one elector from each district, appointed by the district board, in three states; (4) by the county commissioners, in one state; (5) by the county board of education, in two states; and (6) by the county superintendent and one designated person from each local district, in one state. The county superintendent is secretary of the committee and a nonvoting member in six states, and secretary and a voting member in four other states. The reorganization laws of six states include provisions for the remuneration of county committee members for actual expenses incurred in the performance of their duties, and two states specify that members shall be paid six dollars and up to eight dollars, respectively, per day, in addition to expenses. Two state reorganization laws include sections increasing the salaries of county superintendents by ten per cent.

Five states stipulate in their laws that the county committee shall consist entirely of people not connected professionally with education, and in two other states a majority must be laymen. Four states require that each county commissioner district shall be represented on the committee. In four states, a majority of the members must reside in rural school districts, and the group must be half rural and half from cities or incorporated villages in one state.

#### County Surveys Required

An important aspect of the permissive laws seems to be whether or not the county committee or board is required to make a comprehensive survey of existing school conditions, with a view to improvement through district reorganization. Twelve states definitely require that studies be made by the county committee or board, and two other states require studies by the state board of education and the state education commission, respectively. Deadlines for action are approached in a number of different ways: (1) in one state, a study must be *started* within a certain length of time; (2) in four states, a plan of reorganization must be *completed* within a specified time; (3) in six states, a proposal must be submitted to the state commission within a specified time; (4)

in one state, the plan must be submitted to the voters on or before a given date; and (5) two states require that actual reorganization be completed within a given length of time. Three states do not definitely require that any study be made. The South Carolina law of 1949 provided for county study committees, anticipating an actual reorganization law in 1951, similar to the procedure followed in Washington in 1939 when the state committee was set up for that purpose.

The equitable adjustment of assets and liabilities of former districts is a problem in any reorganization program, and the various statutes contain a number of different provisions dealing with the matter. In nine states, in which a state-wide, permissive plan is in operation, a proposal regarding bonded indebtedness is included in the redistricting plan which is submitted to the people. In three states, bonded indebtedness usually remains an obligation of the component district, and in three states, it is assumed by the new district. Among the mandatory and local merger laws, about half of the states provide for assumption by the new district, and about half leave bonded indebtedness with the component districts. With regard to assets, and to other types of indebtedness, the matter is submitted to the electorate as part of the redistricting plan in seven states; one state specifies that assets and liabilities shall remain with the original district unless its people vote otherwise; and three states specify that the new district shall assume all assets and liabilities of component districts. Two statutes give the county committee the authority to adjust such matters. It appears that more often than not, over the nation as a whole, bonded indebtedness, other indebtedness, and assets are assumed by the new district.

#### Board Elections for New Districts

In most states, the board of education (or board of trustees) of the new district is elected from the district at large at the next annual school election. In the interim between reorganization and the regular school election, a common practice is for the board of the most populous component district to hold office, or for the board members of all component districts to select an interim board. In a few states, including Wyoming, California, and Idaho, trustee areas are set up by each county committee, and members must be elected according to the area of residence. Illinois limits the number of board members that can be elected from one township, city, or town, and Minnesota stipulates that two members shall be from rural areas, two from incorporated villages or cities, and two from the district at large. Kentucky, with a modified county unit plan, experimented with a system by which one person was elected as "subdistrict trustee," for each school in operation in the county. This plan proved to be unsuccessful, and the legislature gave the county boards of

education the authority to abolish sub-districts.

The majority of the statutes provide for the establishment of school districts that lie in two or more counties. Whereas some of the laws merely state that such districts may be formed, others describe the procedure to be followed. In some states, the county boards of education are authorized to decide such matters, and in a number of recent statutes the county reorganization committees are either authorized to meet in joint sessions or to select subcommittees to determine inter-county district lines.

Hearings are required in the reorganization laws of 15 states. These hearings are usually held after temporary plans have been drawn up, in order to acquaint the people with the plans and to get their reactions. Residents who feel aggrieved by redistricting actions may appeal to the district court of the county in four states, to the circuit court in two states, and to any court of competent jurisdiction in one state.

One of the most important features of redistricting legislation of the permissive type is the unit or units in which the final vote is taken. The old "consolidation" laws generally required a majority vote in *each* affected district, and more recent legislation in Oregon, Iowa, Pennsylvania, and California followed this pattern. The Oregon law failed completely because of this point, the Iowa and Pennsylvania laws have been largely ineffective, and the California law was amended in 1947 to eliminate voting by component districts. Of the recent laws, six states provide for the vote to be taken with the entire proposed district voting as a unit, and seven states provide for two units: one comprising all urban territory (variously defined) and one comprising all rural territory in the proposed new district.

#### Rejection of Redistricting Proposals

In the event that the people reject a proposal, four statutes prohibit the same or another plan from being submitted until one year has elapsed, although two of the four statutes also provide that another plan *must* be submitted within two and five years, respectively. Seven laws state that efforts shall be continued to present an acceptable plan, with no time limits given. In one state sixty days must elapse between elections, and in one state the committee must wait two years before resubmitting a plan.

Three states authorize the voters residing in an attendance area of a new district, by taking the proper steps, to prevent the closing of the school in their area.

An important characteristic of the more recent plans is the guidance and leadership provided by a state board or committee, which represents the interests of the state as a whole and lends a state-wide perspective to reorganization activity. The state board of education has this respon-



sibility in five states, and the state department of public instruction has the responsibility in five states. In eight states, a special state commission is set up—appointed by the state board of education in four states, by the governor in two states, by the governor and other state officials in one state, and by the state superintendent in one state. These state commissions are usually composed of six to nine members, nine being the most common. Three states require that members be selected according to congressional or judicial districts. In four states, the number of professional educators on the state commission is limited to three, whereas in two states not more than two can be engaged in the profession. One state specifies that a majority shall be laymen.

The state commission has the authority

to accept or reject plans in seven states, and the state superintendent or commissioner has the same authority in five states. In three states, the state commission acts in an advisory capacity only.

Certain statutes contain standards that reorganized districts must meet, with regard to minimum assessed valuations, school population, or area. Where these standards are found, they are usually so low that they are ineffective, with two or three exceptions.

Seven of the reorganization laws contain statements intended to protect the law as a whole in case a section or provision of the law is declared unconstitutional. Some statutes declare that all other existing laws providing for changes in district structure shall be suspended during the life of the new law; however, about an

equal number of statutes only supplement existing laws.

### Appropriations for Redistricting

An appropriation by the legislature, for the administration of the program, is included in the redistricting laws of five states. In other states, the appropriation, if any, is made in separate legislation. The amounts vary from nothing in some states to appreciable sums in other states. The Washington legislature appropriated \$180,000 for this purpose between 1939 and 1943.

The writer will conclude the present series of articles with a discussion of the problems encountered in the various states, suggestions given by reorganization officials in these states, and a few general conclusions.

### The Personal Element and —

# School Board Organization as a Process

Charles H. Wilson\*

Like all functional groups in our society, school boards must have organization to achieve their purposes. Generally, discussion centers on two forms of organization, either an organization into committees or an organization consisting of a committee of the whole. If one believes what he hears and reads, there exists some considerable controversy over the better form of organization.

Adherents of both positions present orderly and logical plans for procedure. Unquestionably, there is merit in both forms of organization, and definite advantages and disadvantages to both. A board divided into a number of committees has the advantage of allowing individual members to become more competent in certain areas of administration. A chairman of the finance committee, for instance, can specialize in that branch of the board's work and offer more expert advice than if he were obliged to consider the total school program. A chairman of the personnel committee could devote more of his time to personnel concerns and thus lessen the burden for the entire board. Each member has the opportunity to become more professional in certain aspects of administering the school program.

### Dangers in Committee Organization

There are certain dangers in committee organization, however, not the least of which is that the board become a multi-

headed administrative unit which really performs the functions of the superintendent of schools. The obvious correction, so it would seem, is to organize the board into a committee of the whole which would be concerned chiefly with general policy formation. Such a board would conduct itself more in the manner of a steering committee or a sounding board, and would delegate administrative functions to the school superintendent.

The intention here is not to present a third form of organization, but rather to present an approach to organization which should prevail regardless of the committee superstructure. For the superficial organization of the board of education should be secondary to its organic organization. That is to say that underneath, the board must be guided and controlled by common purposes and goals. It must be a group whose sole objective is the provision within its jurisdiction of the best possible educational program compatible with the ability and the desire of the district to provide for such.

Organic organization would demand that the board not be guided by individual grudges, that it not be concerned with personalities, that it not be propelled by pressure groups, and that it not have personal "rows to hoe" such as the promotion of athletics, holding down property taxes, the installation of certain courses in the curriculum, obtaining positions for favored candidates, and like interests of personal concern.

Now, the practical school superintendent may here raise his eyes and wisely ask: "Agreed, these are excellent prerequisites for board members. But aren't we here concerned with organization? What have personal interests and prejudices of board members to do with organization?"

### The Purpose of Organization

Let us consider the purpose of organization. We shall use definitions from Barnhart in his new *American College Dictionary*. "To organize," he says, "is to form as or into a whole consisting of interdependent or co-ordinated parts for harmonious or united action." Organization, then, is "the act or process of organizing." Consider the implications here involved—the act or process of organizing for harmonious or united action. Observe that nothing is said about neat and logical planning. Nothing is mentioned about orderly outlines, or precise schemes, or blueprints which are publishable. Organization is the process of obtaining harmonious or united action.

There is no point in minimizing the contributions made on the subject of orderly organization. Many are undoubtedly worthy of study. But it is more important to emphasize the positive phase of organization, that is, the arrival at harmonious and united action.

Perhaps it is much too high a goal to intimate that every issue finally voted upon by a board of education should be passed with a unanimous vote. But it is

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at least worthy of the superintendent's best efforts to aim for such an objective in the organization of his board of education.

With this in view, organization thus becomes a process rather than an achieved act. It is a fluid, dynamic, on-going series of actions. It is flexible and adaptable and is given orderliness by the end for which it strives.

To say that the organization of a board of education will vary from school district to school district is putting the case mildly; the organization within any one board of education will vary from time to time as exigencies dictate. For a period of time, the primary concern of a board of education may well be the reorganization of the school curriculum. It is not in the least out of order that a board of laymen should be concerned with curriculum construction. Certain definite obligations may be assumed by individual members, such as the study of preschooling, the elementary grades, the high school, and a follow-up of graduates. Then suppose after a time it becomes evident to the group that the most imperative need for consideration is a study of the teaching staff, and immediately, an entirely new organization is involved: someone assumes responsibility for study of in-service training, another looks at the employment service, another studies the salary schedule, and another at teacher welfare. Suppose further, that in this process it is decided that primary attention be devoted to teacher welfare, and now the board organizes to improve housing, to adjust teaching loads, to provide for a more pleasant teaching environment, or to

### A TEACHERS' CODE

Believing that the main objective of education is service to mankind through the development of the whole individual, members of the teaching profession accept these responsibilities:

#### Responsibility to the Pupil

The first consideration of the teacher is the welfare of his pupil. He guides the pupil in his growth toward maturity, preparing him to be socially and economically competent in the school, the home, and the community, and to be personally happy as a responsible member of society.

#### Responsibility to the Parent

The teacher recognizes the concern of the parent for the child's development and is ready to share his responsibility and to cooperate with the home for the best interests of each child.

#### Responsibility to the Public

The teacher is in a position of public trust. He serves as a trustee of the social heritage and works for the strengthening of education and for the realization of democratic ideals.

#### Responsibility to the Profession

The teacher maintains a constructive and cordial attitude, guiding those under his direction, co-operating with his associates, and respecting the legal authority of those in administrative positions. He helps to improve the status of the profession by developing high standards. He is aware of the values of professional organization and works for their realization.

The preceding paragraphs are the essential responsibilities of teachers, recommended by the State Council of the California Teachers' Association.

approach whatever features of the school seem to demand attention for the improvement of teacher welfare. Is it not evident

that organization is in constant need of change? Is there a person alive who could neatly categorize all the possible needs of a board of education for even so long as a year or two?

### Board Members Become Students

In the process, what has become of grudges, pressure groups, and personal interests? Admittedly, the millennium will not have arrived! But by starting with the recognition of a problem, and organizing for the solution of the problem, board members tend to become students of education rather than educational arbiters. Students inevitably tend to be more compromising and experimental than persons with preconceived opinions and dogma.

Thus, the school superintendent, in the role of leader, is faced primarily with the task of giving the board organization by supplying it with meritorious problems for consideration and study. He becomes not a meddler with facts, forms, and requests, but a purveyor of problem ideas for improved education. He becomes, so far as his relationship with the board is concerned, a motivator, a stimulator, a spark plug for an engine rather than an exhaust pipe.

This, then, is what is meant by organic organization, organization which evolves out of necessity to act upon commonly recognized problems and needs. Organization starts when a need becomes obvious to all. When the need is clear, then solutions become a matter of study, arbitration, and compromise, and organization is never completed but always in process.



BOARD OF EDUCATION, CAPE GIRARDEAU, MISSOURI, IN SESSION

The board of education for the public schools of the city of Cape Girardeau, Missouri, is working on extensive programs for educational reorganization and school plant expansion. It has approved the organization of kindergartens, the reorientation of the elementary grades, and the establishment of additional services, including cafeterias.

Plans are underway for the construction of a new high school.

Crowded conditions in the grades have made it necessary to plan a new high school building and to use present space for the elementary schools to distribute the pupils so that a broader program of instruction and special services will be possible.

Left to right: Carlston A. Bohnsack; Norval A. Randol, treasurer; Joseph A. Heilig, vice-president; Dr. A. C. Magill, president; Miss Elizabeth Walther, secretary; Louis J. Schultz, superintendent; M. P. Greer; John F. Cargle.

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# Do Teachers Hate Superintendents?

Natt B. Burbank\*

"Teachers hate superintendents." Thus did a nationally known and respected dean of a large graduate school of education speak publicly to a recent conference of school administrators. While his generalization was an exaggeration, and undoubtedly meant to be such, there is enough truth in it to warrant an examination of existing attitudes of classroom teachers toward their leaders. If many of our teachers believe that superintendents are slave drivers rather than co-workers, then it is indeed time that steps were taken to heal this rift in our ranks.

## Is There a Cleavage?

There appears to be substance in the allegation. In altogether too many cases teachers' groups petitioning for better working conditions, higher salaries and more reasonable teaching loads automatically assume that the superintendent will be opposed to their objectives. Over and over again they formulate their requests, or demands, within their teachers' organizations and present them in the form of ultimatums to the administrator and the board of education.

Not often enough do they discuss their needs *with* their professional leader before making their formal presentations. The assumption that he will always side with the taxpayer is widely made by classroom teachers. In such cases they believe that they must fall back upon the tactics of mass force rather than co-operative effort in order to achieve their ends.

Another manifestation is found in the growth of teacher organizations which openly bar administrators from membership and which make no attempt to conceal the fact that they exist for the purpose of protecting teachers from the superintendent, the board, and others who would "keep them in humble servitude."

Many times the writer has heard teachers express surprise upon finding that the administration is interested in the problems which face those who work at the grass roots of education. Their amazement is indicative of a basic attitude of antagonism.

## Why?

This ferment within the ranks of the teachers is a phase of the social and political revolution which is gaining momentum throughout the world. Another manifestation is the rise of organized labor in recent years, the mass attack of the working people against what they con-

ceive to be a powerful and hostile master. The rank and file are demanding a voice in the determination of the conditions of their work.

The battle of the Indonesians for independence from the Netherlands, and the final success of India in her struggle for freedom from Great Britain, present vivid evidence that people all over the world are awakening to an era in which the sanctity of the human personality is coming to be recognized.

Within the lifetime of many of our present teachers we have fought two wars to defend the rights of free men. Rightly or wrongly, many teachers consider themselves to be fighting an extension of these battles on another front, against the dictatorial forces of the school administrators.

## Autocratic Administration

There is a less philosophical and more concrete reason why so many teachers hold this strong feeling against superintendents. It is not many years since the prevailing practice in the administration of schools was to give orders without consulting anyone, and to expect implicit obedience without question.

It was the custom of the day to rule with an iron hand and there was little that could be done by teachers to change the system. For some it was easy to take orders without much thought. Those who found it distasteful could do little but accept the situation. Teachers have not forgotten the resistance to subservience which was thus generated.

The meaning here is not that all superintendents of a generation ago were autocratic. Many, many of them never ceased working for the welfare of the teachers whose activities they directed. There were, and perhaps still are, enough of the dictators, however, to color the attitude of a large segment of the teaching force of this country. In all honesty, it must be admitted that here lies a reason, and a valid one, for this rift within the profession.

## Desire for Recognition

Teachers who are worthy of their profession take pride in doing professional work. They know that their job is important. They study it, they are continually alert to develop ways of doing it better. By the same token they want and are entitled to an opportunity to help to develop improved methods and materials. If they are denied this recognition and are told to carry on without question the methods

laid down from above, their morale cannot be expected to remain high.

As Mortimer Smith points out so unerringly in his challenging book, "*And Madly Teach*,"<sup>1</sup> school administrators tend to become so engrossed in the details of business administration and public relations that they forget that they were once teachers. It is easy for them to forget the passage of the years since they stood in a classroom as teachers, and to assume that methods of their teaching days will stand permanently perfect.

Not every human being can remember, when he reaches a position of authority, that the obedience with which people follow his directions usually stems not from him personally but from the office which he holds. It is a tremendous temptation to leap to the conclusion that his rise to power has come as a result of his oracular powers of vision over and above the abilities of ordinary mortals. Many educational leaders do truly possess these superior characteristics but it is likely that more of them reached their positions more than partially by chance or through strong and pleasing personal characteristics.

One of the unmistakable signs of greatness is humility, the willingness to admit that people in lesser positions can often make significant contributions to progress. Teachers want the opportunity to be considered as important in the educational scheme of things. They want to be consulted, and should be. Certainly those who are on the front line of education, those who actually teach the children, can give yeoman service in the improvement of the schools if given a chance.

It is a mistake to assume that all that is wanted by teachers is an increase in salary. Money is important, of course, in anyone's scheme of living, but the basic urge for recognition as worth-while human beings often stands ahead of financial considerations in the minds of teachers, or of any other thinking people. The gratification which comes as a result of commendation by a superior for good work often means more than cash.

The unfulfilled desire for acceptance as important and human parts of the school system, rather than simply as robots, is one of the roots of teachers' antipathy toward superintendents.

## Distrust of Administrator

The part which the salary problem plays in the unrest within the teaching profes-

<sup>1</sup>"*And Madly Teach*," by Mortimer Smith (Chicago: Henry Regnery Co., 1949).

\*Superintendent of Schools, Boulder, Colo.



sion cannot be overlooked. It has been widely noised about the country since the war not only by educational forces but through the good offices of many farsighted lay people, many of whom command high respect from the American people. In spite of the resulting progress in terms of dollars the American teacher is lucky if his salary represents as much purchasing power as his prewar pay did. The cost of everything has gone up as fast as or faster than his remuneration. This leaves him in a relatively less advantageous economic position, compared with other callings, than that which he held before the last war.

In the struggle for higher salary scales too many teachers believe that superintendents are merely chattels of their boards of education and that no support can be expected from them. Frequently the dual function of the school administrator is not recognized. It is known that he must carry out the policies laid down by the elected representatives of the people. Teachers sometimes entertain the belief that he does nothing else. In some cases this attitude is justified.

Morally the administrator is obligated to do everything within his power to bring about the best possible teaching of the children in his system. The physical and mental welfare of the teachers certainly has a bearing upon quality of instruction in the classroom. Compensation adequate to relieve teachers of gnawing worry about their personal finances is definitely a factor necessary to good classroom work.

It naturally follows that superintendents must work for a reasonably satisfactory level of salary for teachers. It is understandable that when administrators are unwilling or unable to muster the courage to make this fight, antagonism is generated on the part of the teachers who thereby suffer.

#### Democratic Remedies?

A good dose of honest democratic school administration will go far toward curing the malady of schism in our profession. While this may seem to be an oversimplified solution, it is a well-known fact that answers to problems are often so simple that they are overlooked in the search for more complicated conclusions.

Democratic administration has been used and misused, interpreted and misinterpreted, until it is almost a cliché. As is our habit in education, we have gone off the deep end on it. There remains, however, a germ of truth and value in the fundamental idea.

To conduct the affairs of the schools democratically is to recognize the part which all members of the organization can play in the never ending effort toward improvement. It is to draw from each and every teacher his ideas concerning the educative process.

From those who perform the actual teaching of children can be derived many suggestions which will help in the solution

of problems. As in any large group of persons engaged in a joint enterprise, there will be some who do not care enough, or who are not blessed with the ability, to analyze their work. These will make little or no contribution but there will be many who are able and anxious to improve upon the quality of instruction. These latter comprise a veritable gold mine of constructive ideas.

Truly democratic administration taps this source enthusiastically and with an open mind, recognizing the potentialities of all members of the organization. Such action not only raises teacher morale but improves the educational system.

#### Abdication of Leadership?

There are those who cannot or do not understand the principles which underlie democracy in the operation of schools. They maintain that the participation of teachers in the formulation of administrative policies and teaching methods constitutes abdication of the function of leadership and authority, and that only chaos can result. This argument brings us to the heart of the matter.

At the other extreme some have made the mistake of turning over to teachers the function of policy determination. Others have unworthily seen in democratic administration an opportunity to relieve themselves of the burdensome responsibility of making decisions. Both of these courses fail to recognize the necessity for authority and leadership.

A clear distinction must be made between the *making* of decisions and *participation* in activities which *lead to* the making of decisions. If anarchy is to be avoided, administration must accept and retain the duties of leadership. The superintendent must gather all the ideas he can find, pool them with his own, winnow the chaff from the grain and thus develop the soundest possible policies for recommendation to his board.

#### Perspective Necessary

In any successful group enterprise there must be a leader, one who is not too closely identified with any one phase of the operation. He must possess the ability to comprehend and direct a wide range of activities and to view problems with detached fairness. Thus he can reach definite decisions which will result in progress.

Each person in the organization has a special function and is, or should be, enthusiastic about his particular job. If he is as deeply immersed in his own task as he ought to be, it naturally follows that he cannot see all of the other parts of the organism with an unbiased eye. Some authority is needed to co-ordinate the enthusiasms of all.

The ideal school organization is made up of experts in individual fields, welded together by the leadership of the administrator into a powerful and effective system. Thus it follows that the unifying

influence of authority is needed in democratic administration.

#### Dual Function of Administrator

In the second place, both superintendent and teachers need to give more thought to the twin responsibilities of the former. He is charged with the execution of policies determined by the board of education, and at the same time he should serve as a protector of the welfare of the teachers. This double role is difficult to perform without being guilty of, or suspected of, double dealing.

When the administrator allows himself to overemphasize either part of his responsibility, he is derelict in his duty. Undue subservience to those who do not wish to grant fair remuneration and working conditions to teachers is easily detected by them. If they feel that their superintendent does not have the courage or desire to defend them, it is only natural that they become antagonistic to him and develop their own group strength for self-defense.

On the other hand, teachers must realize the responsibility of the executive to the board. Once a policy decision is made, he must conscientiously carry it out even though he does not believe it to be sound. The failure of teachers to understand this duty is the source of much low morale. More frank and thorough explanation of the duties of school administration will allay much of this feeling.

#### Fairness and Forthrightness

A third possibility for the improvement of teacher attitudes toward administrators lies in the willingness of the latter to be frank and honest. Most teachers do not demand that their every request be granted but they do dislike equivocation. In general they understand that those in authority, with an overview of the whole system, must sometimes say no. If a negative answer is given straightforwardly and with reasons they will usually accept it with good grace.

If the superintendent works both sides of the street he can expect nothing but anger and resentment on the part of the teachers. Much courage is required to give an honest answer in the negative. Those who do follow this hard course usually earn the respect of their teachers.

#### Considerations for Betterment

The last suggestion for the improvement of teacher morale is so elementary that it may seem absurd to discuss it. Yet it is overlooked in the rush of daily work unless one makes a special point of remembering it.

Demonstration of a sincere interest in the personal welfare of teachers does much to improve their attitude toward administration. Little acts of kindness during illness, recognition of personal difficulties when they affect teaching, and other such

(Concluded on page 94)

# Internship for the Advanced Training of School Administrators

*What May We Learn About Internships From Other Professions*

Arthur G. Butzbach\*

Professional training in any field requires a sound background of technical knowledge. School administration is no exception. But no professional training can be complete unless it gives reality to these technical facts by developing the student's skill in dealing with the human problems which constantly alter and complicate his actions as he practices his profession. The internship is the device most frequently tried in the attempt to relate theory to practice. Commonly the term, *internship*, has referred to a period of coaching and service on the job, following academic or technical courses. It was first used in medical schools.

Even though increasing attention is being given to some type of internship in other professions, we still find a reluctance to apply this method in the advanced training of school administrators. As late as 1941 John Lund of the United States Office of Education found that only 13 institutions offering graduate training in school administration made use of the internship method.<sup>1</sup> Lund's study confirmed a previous investigation made by the American Association of School Administrators.<sup>2</sup>

Perhaps the reluctance to use internships stems from a lack of understanding of possible benefits. Other factors undoubtedly enter the picture. For one thing the planning of such a program requires a new line of thinking. This type of creative organization is difficult, particularly without consideration of similar work in closely related professions.

A prerequisite, then, to setting up an internship in school administration is the study of similar plans. What provisions, modes of operation, benefits, and dangers may we discover in such an investigation? The following paragraphs will attempt an answer:

## Medical Internships

The University of Minnesota first required a year's internship in its medical school course, with Stanford University and the University of California following in 1919.<sup>3</sup> Many others soon followed.

Where an internship is not now required, 95 per cent of the graduates voluntarily add it.<sup>4</sup>

Medical internships have been successful largely because of the opportunity to use well-organized hospitals as training institutions. The prestige attached to first-rate medical schools has provided an incentive to hospitals to serve as internship centers. A list of approved hospitals is now published, and hospitals strive to be placed on this list.

Interns make rounds, attend staff meetings, clinical conferences, consultations, etc., thus supplementing their theoretical training. The program is carefully organized and closely supervised. A gradual shading from theory to practice results, with scarcely a break. Practical laboratory work, individual instruction, small sections, and the clinical clerking system have all tended to produce more successful and realistic medical education.

A constant struggle has had to be waged to keep the educational features from becoming rigid, and to prevent the overuse of interns by hospitals, in routine, non-educational tasks.

A number of types of internships are in common use. In the "rotating" type the student spends a definite short period of time in each of a number of special fields of medicine. In a "straight service" internship the student puts in all of his time in one branch, such as surgery, pediatrics, etc. The "mixed service" type combines the other two, giving the student strong experience in one field and survey experience in several others. This has been more satisfactory for those entering general practice. The clinical clerkship is frequently combined with the mixed service internship. These features are particularly significant for school administration.

Finally the medical profession emphasizes the need for familiarity with the patient's home environment and everyday activities, and with the social and economic conditions of the community.

## Legal Internships

While some promising legal internship training plans have been suggested during

the past twenty years, the idea, on the whole, has met with less than enthusiasm. The legal profession is conservative in its outlook, and consistent in its views toward internships. However, some significant developments in the field of law offer possibilities for school administration.

Early apprenticeship education for law was wasteful of time and highly irregular as to quality. Learning the profession in a lawyer's office, therefore, offers little of encouragement, although Pennsylvania, New Jersey, and Rhode Island still require such an internship.

However, law school training is considered by many lawyers to be lacking in the proper degree of reality for a profession dealing with people. Before Christopher Columbus Langdell introduced the case method of studying law, its methods of instruction were largely theoretical as in early medicine. The case method added a large measure of reality, but still has many defects, in the view of legal scholars. It assumes that cases at law are decided solely on precedent, and that to discover precedent one simply reads the earlier applicable cases. But people may cause a thousand deviations from precedent. Successful practice depends upon the ability to gauge human nature and its possible influence on the course of legal events.

The need for a more realistic type of training was recognized and discussed in law school circles in the early thirties and later. What was suggested most frequently was a "legal aid clinic"<sup>5</sup> in which the law student would give legal advice (under the supervision of his instructors) to people who could not afford a lawyer. The student would then follow the case to a conclusion, as in regular practice. School service bureaus bear some resemblance to this type of clinic, and offer similar opportunities for training school administrators.

Duke University, largely responsible for organizing the legal aid clinic as a training method, makes it an integral part of its third-year law curriculum. In 1945 15 schools were using such a clinic in some manner. Discussion of live cases, seminars, and term papers were used as methods of instruction in addition to direct participation in cases.

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<sup>1</sup>John Lund, *Education of School Administrators*. United States Office of Education, Bulletin 1941, No. 6 (Washington: Government Printing Office, 1942).

<sup>2</sup>*Standards for Superintendents of Schools: A Preliminary report of the Committee on Certification of Superintendents of Schools*, American Association of School Administrators (Washington: National Education Association, 1939).

<sup>3</sup>Esther Lucile Brown, *Physicians and Medical Care*, pp. 70-71 (New York: Russell Sage Foundation, 1937).

<sup>4</sup>*Final Report of the Commission on Medical Education*, p. 141 (New York: Office of the Director, 1932).

<sup>5</sup>John S. Bradway, "The Legal Aid Clinic as an Educational Device," *American Law School Review*, VII (May, 1934), 1153-1159.



The value of the legal aid clinic in developing ethical conduct among young lawyers is frequently cited.

### Internships in the Public Service

In this type of internship the student is assigned to serve in some government agency, but is under the direct supervision of his university instructors, with occasional temporary supervision from some agency official. Its objectives are much the same as in other professions. The student is given an opportunity to work, study, and observe specific public problems under realistic conditions where theories are being applied and policies administered.

Careful selection of public service interns is the rule, and there is no compensation. During the period of service there is close co-operation between university instructors and agency officials.

Such internships are designed to supplement university training and to give advanced students closer contact with public service.<sup>6</sup> Emphasis is placed on the opportunity to absorb the atmosphere and comprehend the difficulties and intangibles of public service.

It has been found undesirable to employ public service interns in the same department in which they served their internship, because of the fear of competition which is aroused in regular employees. Here, too, interns must be people who can understand the delicacy of their positions and act accordingly. Tactless use of advantageous personal contacts with high agency officials could easily destroy the harmony of an organization.

### Library Internships

The use of the internship for library training has not been extensive, but its value is recognized by the profession, and plans are being made for its more extensive application.

Since it was recognized that librarians trained in school could not do a good job without an internship, it has been suggested that experience be offered after formal school training had been completed. Francis R. St. John<sup>7</sup> suggests that students should serve two months in each of four library departments, and should be assigned a subject for special study. Each intern, before beginning his day's service in a library department would spend 15 minutes in consultation with the department advisor.

The value of having interns become a part of the community as they served with the local library was also emphasized.

### Internships in Business, Museums, and Vocational Guidance

In the field of vocational counseling Harry D. Kitson<sup>8</sup> at one time organized a plan which was used at Teachers College, Columbia University, for the purpose of supplementing graduate studies in the field of vocational guidance. The plan, as operated, reveals no additional features of value for school administration.

The Brooklyn Museum, too, established a number of internships for students who came

from graduate schools or from the ranks of junior museum workers. Interns are offered the opportunity of specializing in some one area and also of securing a general over-all view of all museum departments.

A number of graduate schools of business administration, as well as some business concerns, have used internship methods. The internships in graduate schools have been more in the nature of fellowships than the medical internships which form a regular part of every student's work. Internships for the select few probably offer little contribution for general school administrative education.

The General Electric Company and R. H. Macy Company have operated business internships for a limited number of candidates. These emphasized the value of the internship method but offer no additional suggestions for the present purpose.

### Teaching Internships

Teacher internships have been used in the United States since 1904, according to Carl Cress.<sup>9</sup> The experience in this field should not be neglected, although it does not promise much help in building a successful administrative internship. The purpose is different and the required training dissimilar for teachers and administrators. A few of the methods of handling clerical details might be transplanted to a training program for school executives.

From the foregoing we may select suggestions of value in school administration.

#### 1. Significant General Conclusions

a) There has been a conviction that administration could be taught, that it was possible to devise means for instructing students in those subtle techniques needed for successfully dealing with people. Faith in the internship as a means for doing this was widespread. (b) The advantages of internships in developing self-reliance and initiative are stressed. Since classroom taught techniques give the student little chance to develop these qualities, internships provided the proper opportunity in other professions. (c) In several instances the importance of enabling the student to become part of the community was emphasized. School administration has this same need and could satisfy it through the same device. (d) Finally an important value was found in the development of ethical values which came alive on the job and had meanings that could be discovered in no other way.

#### 2. Mechanics of Developing an Internship

a) To be successful an internship depends on careful selection of those students who are to participate. The most adequate selection could be made at the time the candidate enters the intensive preparation for the profession.

b) Close co-operation between the college and the executive staff (of a school system, hospital, etc.) is an absolute essential. There must be developed also a plan for effective supervision of the interns.

c) Orientation meetings are helpful as the candidate starts his internship. All interns

<sup>9</sup>Carl Cress, "Teacher Internship Programs in the Public Schools of the United States." Unpublished Doctor's dissertation, Stanford University, 1941.

must meet with the training school supervisors, institution directors, and department heads for intensive "indoctrination."

d) Regular seminars are commonly held in most professions to co-ordinate technical training with on-the-job experience, and to interpret the experiences of students. Saturday seminars may be held advantageously in school administration.

e) Interns are scheduled closely during the first week of experience, in order to get the program off to a sound start. Thereafter time schedules are more flexible.

f) The use of assigned problems has been a feature of the internship program. This device focuses the student's vision on live professional problems, and coaches him in their solution. It also makes use of the intervals between scheduled observations he is enabled to make, at irregular intervals, of administrative conferences, committee meetings, student activity sponsors in operation, etc.

g) The legal aid clinic, suggests the use of the College Service Bureau as a means of training interns and of securing support from school systems for an internship program.

School systems, assisted in the solution of their problems by an organized university group, would be amply compensated for the time and trouble it would take to train interns. The arrangement would be mutually advantageous, which usually has not been the case where school administrative internships have been tried before.

h) Finally, the mixed service internship used in the medical profession offers promise for school administration. Under this arrangement the intern spends the major part of his time in the field of his chief interest, and his remaining time in a minor field. Thus a man might spend a large block of his time in the over-all field of general administration, and the remaining smaller portion in the specialized field of secondary or elementary administration.

#### 3. Possible Danger Spots

a) The possibility that interns might be used to perform routine chores of no educational value must be guarded against. Close supervision would prevent such exploitation. The converse of this may happen, too. Interns may not provide sufficient return to the school system to be worth the trouble to schedule and oversee their service. The university must avoid such a contingency.

b) Another mistake in several internship plans has been the tendency to devote a disproportionate time to insignificant details, rather than to basic principles. It is on basic principles that attention needs to be centered, according to the weight of opinion.

c) It has been found undesirable in some professions to hire interns in the same system in which they received their training. The possibility that interns be hired over the heads of employees with seniority, has caused resentment and insecurity among regular employees. The net result has been to lower the morale of the system.

#### 4. Promoting School Internship

It is now regarded as an honor to be placed on the list of internship hospitals for first class medical schools. The same prestige could be built up around schools of education, so that school systems would desire to help in the training of school administrators.

<sup>6</sup>Morris B. Lambie, ed., "Training for the Public Service," Publication No. 49 (Chicago: Public Administration Service, 1935).

<sup>7</sup>Francis R. St. John, "Internships in the Library Profession" (Chicago: American Library Association, 1938).

<sup>8</sup>Harry D. Kitson, "An Internship for Vocational Counselors," *Teachers College Record*, XXX (April, 1929), 703-708.

# A MODERN KINDERGARTEN IN ACTION

Photographed by  
Dante O. Tranquille



←  
"Not a creature was stirring, not even a mouse . . ." — Nor were these kindergartners at John F. Hughes School, Utica, New York, intent on Christmas stories read by their teacher. Modern kindergartens are a fairyland of toys and games for children who are taught transition from home to school surroundings.

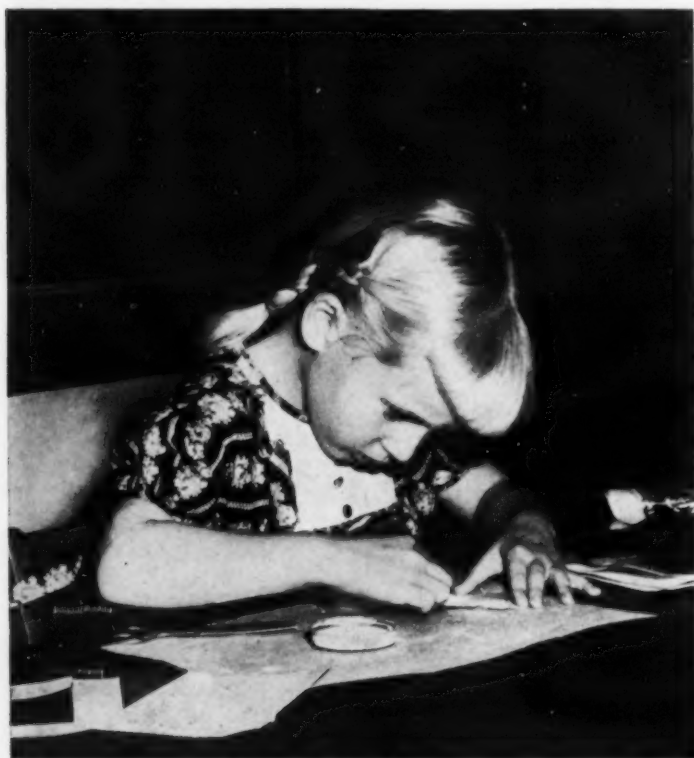
Free Period — Children learn through playing during an hour-long "free period." Only restriction is they must do something. Later they have a talk-over period when their day's activities are discussed. Children also have nine-minute rest period during class.







The veteran kindergartner leads her young group in the rudiments of music. The photographer found no trouble keeping children's eyes from the camera. They were much more interested in their music.



Young Master — A pig-tailed five-year-old tries her hand at water color. The paints wash off easily.



Housekeeper — Transition from the home to the school atmosphere is painless.



**Clean Up Crew** — Pupils are taught orderliness in replacing chairs and toys after each period. Morning and afternoon classes last two hours, fifteen minutes. For them, no report cards.



**Practical Education** — Miss Greenidge occasionally takes the children for a stroll around the school neighborhood, explaining the simpler facts of nature. Later the pupils discuss their observations in class.



**When Day Is Done** — Two young students learn independence in the business of donning winter apparel for the trek homeward.



**Working Together** — Group achievement is one of the principal aims of kindergartens. Here three five-year-olds, who entered school for the first time in September, work on a picture puzzle.



# CHILDREN NOT IN SCHOOL

*Emery M. Foster\**

Greatest gains between October, 1947, and 1948 in the proportion of children or youth in any school, public or private, were in the junior college age group, the high school age group, and the kindergarten (5-year-old) group. This undoubtedly reflects the increase in holding power of schools in a period of economic prosperity. Working papers cannot usually be obtained until age 14. From October, 1947, to October, 1948, the proportion of the 14- and 15-year-old groups attending school increased from 91.6 per cent to 92.7 per cent; of ages 16 and 17 increased from 67.6 per cent to 71.2 per cent; and of ages 18 and 19 from 24.3 per cent to 26.9 per cent.

Although children do not have to go to school in most states until age 7, the Bureau of the Census study of school enrollment for October, 1948,<sup>1</sup> shows that more than half of the 5-year-olds (55.0 per cent) and over 95 per cent of the 6-year-olds are in school. About one third of the 5-year-old children are in kindergarten and one fifth are in elementary grades.

The same proportion of 6-year-olds were in school in 1948 as in 1947. A slightly smaller proportion of the 7- to 9-year-olds and of the 10- to 13-year-olds were in school in 1948 than in 1947. There seems no apparent reason for the increases in out-of-school youth in these two groups.

The proportion of children 5 to 13 years of age attending kindergarten and the elementary school, decreased by 0.4 per cent, but the proportion of children 14 to 17 years (high school age) attending school increased by 2.5 per cent, and the proportion of those 18 and 19 years (junior college age) attending, increased by 2.6 per cent. These increases in holding power have added about 318,000 more pupils to the schools than there would have been enrolled at the 1947 rates. The schools seem therefore to be growing at both ends where attendance is entirely voluntary.

If we were to increase to three fourths, the little more than half of the 5-year-olds

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<sup>1</sup>Current Population Reports, Population Characteristics, Series P-20, No. 24, April 18, 1949. School Enrollment of the Civilian Population: October 1948. Department of Commerce, Bureau of the Census, Washington 25, D. C.

## SCHOOL ENROLLMENT OF THE CIVILIAN NONINSTITUTIONAL POPULATION BY AGE FOR THE UNITED STATES: OCTOBER 1948<sup>1</sup> AND PERCENTAGE COMPARISONS WITH 1947<sup>2</sup>

Approximate grade level	Age	Total non- institutional population	Enrolled in school 1948		1947		Not enrolled in school 1948		1947	
			Num- ber	Per cent	Per cent	Per cent	Num- ber	Per cent	Per cent	Per cent
Elementary — grades K-8	5 yrs.	3,018	1,661	55.0	53.4	1,357	45.0	46.6		
Kindergarten	...	...	1,008	33.4	28.0	...	...	...		
Elementary	...	...	653	21.6	25.4	...	...	...		
Kindergarten	6 yrs.	2,766	2,662	96.2	96.2	104	3.8	3.8		
Elementary	...	...	78	2.8	2.4	...	...	...		
Elementary	...	...	2,584	93.4	93.8	...	...	...		
Elementary	7 to 9 yrs.	7,193	7,074	98.3	98.4	119	1.7	1.6		
Elementary	10 to 13 yrs.	8,792	8,614	98.0	98.6	178	2.0	1.4		
Elementary — grades 1-8	5 to 13 yrs.	21,769	20,011	91.9	92.3	1,758	8.1	7.7		
	6 to 13 yrs.	18,751	18,350	97.9	98.2	401	2.1	1.8		
High — grades 9-12	14 and 15 yrs.	4,104	3,806	92.7	91.6	298	7.3	8.4		
	16 and 17 yrs.	4,238	3,018	71.2	67.6	1,220	28.8	32.4		
	14 to 17 yrs.	8,342	6,824	81.8	79.3	1,518	18.2	20.7		
Elementary and high — grades 1-12	6 to 17 yrs.	27,093	25,174	92.9	92.2	1,919	7.1	7.8		
Kindergarten, ele- mentary, and high — grades K-12	5 to 17 yrs.	30,111	26,835	89.1	88.5	3,276	10.9	11.5		
Junior college	18 and 19 yrs.	4,209	1,134	26.9	24.3	3,075	73.1	75.7		
Kindergarten, ele- mentary, high, and junior college	5 to 19 yrs.	34,320	27,969	81.5	80.6	6,351	18.5	19.4		

<sup>1</sup>Data taken from Current Population Reports, Population Characteristics Series P-20, No. 24, April 18, 1949. School Enrollment of the Civilian Population: October, 1948. Department of Commerce, Bureau of the Census, Washington 25, D. C.

<sup>2</sup>Same for Series P-20, No. 19, July 30, 1948, also School Life, Volume 31, No. 5, February, 1949.

in school now, we would add about 600,000 more pupils in our kindergartens.

At the other end, if we were to have one half, instead of the present one fourth of the junior college age students in college, we would add about 1,000,000 more students. To do this, however, a much larger proportion of our high school students would have to stay in high school through graduation, since it is impossible to enroll 50 per cent of the 18-year-olds in college, when only 50 per cent are being graduated from high school, unless all graduates continued their education. If college enrollments are to be greatly increased, it will be necessary to increase the holding power of the high school and develop the types of colleges that will serve the needs of a larger proportion of the population.

## TEN PRINCIPLES OF PLANT PLANNING FOR PHYSICAL EDUCATION

There are ten principles that are helpful in getting across a functional program of health, physical education, and recreation: (1) accessibility, in which facilities should be readily available to the proper groups in the student body and community; (2) beauty, in which the facilities should be attractive without gaudiness and should inspire appreciative use and treatment; (3) economy, in which the

cost in time, money, and energy of the construction, and use and maintenance of facilities should be held to the minimum compatible with effective instruction and maximum recreational participation (set up the program first, then decide your economy and math the [two]); (4) flexibility and expansibility, in which an increase or decrease in the kind and amount of activities provided should be economically and readily accomplished by flexibility of the structure and arrangement, and should be expansible so that play space would not be taken by new buildings; (5) integration, in which the functionally related areas and groups should be brought together in integral units, suites, or departments; (6) isolation, in which the exclusion and elimination of odors, noises, dirt, and excess moisture from all areas concerned should be automatic and effective; (7) safety-hygiene sanitation, in which safety and healthfulness are primary considerations in the planning, use, and maintenance of facilities; (8) supervision and management, in which the facilities should be provided and arranged so that they may be economically and effectively supervised and managed, and under which the gymnasium, playground, and pool should not be utilized unless supervised; (9) utility, in which the maximum amount of activity should be provided by the minimum units of facility; and (10) validity, in which all facilities should effectively serve the specific purposes for which they are intended and should be in accord with activity needs, technical and legal requirements, state and local building codes, and official sports rules. — Karl W. Bookwalter, Indiana University.

# Economy in School Construction

Bradford N. Clark\*

Since the conclusion of the war, most communities and educational institutions throughout the country, with relatively few exceptions, have been faced with the problem of providing additional school facilities. Colleges and universities, with the vast influx of veterans, were the first to feel the need for expanded facilities. Due to the unusual increase in the birth rate after World War II, elementary school plants must be materially enlarged and secondary schools must be prepared to meet the wave of rising school enrollments a few years hence.

While there are varying estimates as to probable trends, there are many who believe that we can expect a rising secondary school enrollment which will reach its peak perhaps in 1958, after which there will be a period of gradual leveling off. The postwar educational boom, on top of an ever increasing percentage of the population attending educational institutions in normal times, has precipitated the expansion of most school services.

## Cost a Basic Problem

The first consideration, after the decision to build, is that of cost, which, at current building prices, is one that must receive careful analysis. A school is rarely, if ever, allowed the privilege and risk of a speculative building venture. The cost of the construction of the new facilities must be carefully balanced with the funds that can be made available. The solution of this problem is a joint responsibility of the business heads of the school, the educators, the architects and engineers. Each must contribute his share to reach a wholly satisfactory conclusion.

An indication of construction costs in New York is given in a recent magazine article. "Building costs and labor productivity have in the past year become more stable. At the end of 1949, construction costs in New York were 11 per cent lower than at the end of 1948, but still 80 per cent higher than in 1941. They were also higher than in 1946, but materials are better and easier to get now. And while building labor today produces only 81 per cent of what it 'effectively' produced in 1941, according to the Dow Service, labor's productivity has increased in the last year."<sup>1</sup> This trend of costs is probably similar throughout the country.

Under such circumstances, it is pertinent to consider some aspects of the contribution that the architect and engineer can make toward economical school construction by the proper selection of materials and methods. Economical construction in its true sense is the combination of low first cost and low

maintenance costs. It cannot be secured by the low building costs alone. It requires in addition the assurance of low maintenance costs. In the final analysis the low maintenance cost requirement is undoubtedly the more important, for maintenance starts the day the building passes from the responsibility of the builder to that of the owner and continues thereafter until the building is razed.

Before selecting materials or specifying methods of construction, the architects and the engineers must be thoroughly familiar with materials produced locally. Above all they must be familiar with the construction methods and materials that local labor are accustomed to employ and install. One has only to look at the increase in the cost of all types of transportation to recognize the need for utilizing to the fullest all materials that are produced in the vicinity of the project. In many cases transportation of materials to the site costs from 20 to 50 per cent of the selling price.

The utilization of materials and methods familiar to local labor is equally important, for without familiarity labor efficiency falls rapidly. Today's building dollar can be roughly distributed forty cents to material, forty cents to direct labor and twenty cents to administration, overhead, and profit. With materials and direct labor sharing almost equally, it can readily be seen that efficiency of labor plays an extremely important role in determining building costs. A 10 per cent drop in efficiency will increase building cost approximately 6 per cent.

## Location Affects Methods and Materials

It is, therefore, impossible to present a list of specific materials and construction methods the adoption of which would insure economical construction to each project regardless of its location or the builder. For example, in 1948-49 an elementary school in New York State was designed and built using a precast concrete floor system. The costs were very favorable. During early 1949 a second elementary school was designed about 60 miles distant and an alternate proposal was requested on a similar floor system with the base design a poured slab. Of the ten bidders, five, including the successful one, offered a credit if allowed to use the precast system, and five proposed an addition. However, after the award of the contract accepting the alternate, the successful bidder requested that he be allowed to substitute a poured slab of another design allowing the identical credit. He found that transportation of the precast units and the nonfamiliarity of local labor with the product would make its use a financial risk.

There are, however, items of a general na-

ture which bear consideration. In selecting the structural system to be used in schools of more than one floor, in addition to a comparative cost analysis based on alternate designs of typical bays, consideration must be given to the problem of mechanical installations presented by each design before a decision is reached. While in general a floor system permitting the exposed slab to serve as a finished ceiling, or to permit the application of plaster or acoustical treatment directly thereto without furring, is most economical, certain designs present difficulties in the ever increasing mechanical installations. The increased costs of the resulting mechanical installations may readily overbalance the indicated economy. These costs are not readily appreciated and are often buried in the mechanical estimate.

Many schools, particularly the one-story buildings, have been and are being built with frame roof construction. This type of construction may not, upon close analysis, be as economical as other types. In the first place much higher maintenance must be expected especially if the framing involves trusses. Since before the war the lumber industry has been unable to meet the demand. Consequently, properly seasoned lumber is not to be had in the market and seasoning must, therefore, take place after the material is in the structure. This process invariably results in shrinkage and some checking. In turn shrinkage will cause loose joints which must be tightened as an item of maintenance. Checking of serious magnitude will require "stick bolting" or in extreme cases replacement of the member. Second, increased fire insurance premiums bear investigation. On a recent one-story school, the initial saving proposed by the low bidder for the substitution of a framed roof for one of an incombustible type was approximately the equivalent of the differential of fire insurance premiums for 11 years, which was considerably less than the expected useful life of the building. Further, there are now on the market incombustible precast roof planks which combine lightweight, acoustical properties, thermal insulation qualities, and surfaces suitable for both exposure in finished spaces and the application of the common types of roofing.

## Cavity Construction Has Advantages

For exterior masonry walls, cavity construction provides a good damp resistant wall with satisfactory thermal qualities. This type of construction is far from a new idea. However, its use is increasing as more owners, architects, and builders become familiar with its economies and performance. It can be used on low wall bearing structures and, with proper

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<sup>1</sup>Fortune.



support, on multi-story structures with structural steel or reinforced concrete frames. This type of wall construction permits the omission of interior furring. Contrary to common belief, the labor technics involved are easily mastered.

Much has been written and a great deal of data have been supplied by manufacturers' representatives on the comparative costs of wood, steel, and aluminum windows. At the present time, based on firm builders proposals for sash of comparable construction, no general statement can be made concerning economies considering the necessity of initially painting the first two types and the anticipated maintenance costs of all three types. Particularly in the case of metal sash, care must be taken in selecting the section and anchorage to insure structural adequacy both in the completed structure and during construction. The demand for greater glass areas has encouraged manufacturers to design thinner and thinner sections to the point that some standard units have no appreciable stiffness. For example, recently a large multiple unit subjected to a high wind in an exposed location deflected to the point that the anchorages failed and the unit was blown in on a classroom floor. In another case the frame sections were insufficient to support the imposed construction load and it was necessary to install centering in each opening during this period. For large glass areas the use of direction glass block merits consideration. While the initial cost may be greater than sash its thermal insulating qualities materially reduce the heat loss per opening and hence results in lowered operating costs.

Many lightweight masonry units are available for interior furring and partitions and exterior wall back-up. Units are available which are pleasing in appearance without the application of either plaster or paint. In such spaces as may require the frequent washing down of walls for sanitary reasons wainscots of linoleum or a number of plastic materials can be applied to the walls of these units by suitable adhesives. In the selection of the particular unit, consideration must be given to its shrinkage characteristics. While the products manufactured and cured by modern methods generally result in units of negligible shrinkage after being placed in the walls, materials used by some manufacturers give unsatisfactory results as does improper curing of any masonry unit. In any event, long continuous walls such as in corridors should provide for expansion.

In spaces requiring acoustical treatment of the ceiling, a number of products are available that can be applied with adhesives directly to the structural slab. However, in spaces requiring cleaning by washing it is necessary to use a product such as cement asbestos board or the metal pan type with an acoustical blanket behind the exposed surface both of which require furring.

Most certainly if unplastered walls are used, any ceiling treatment should be of the "dry" type for both economical reasons and to avoid unsightly spattering on the walls.

#### Cement Floor Fills

The extent of cement floor fills can be limited both in area and in thickness by careful planning, except in cases where radiant

heating is installed. In the past, there has been a reluctance to place classroom floors on grade because of their tendency to feel cold and the possibility that they will be damp. To overcome these objections it has been proposed that an underlayment of asphaltic concrete be used. This proposal appears to merit consideration.

For stair construction, designs have been developed using steel plate strings, cement treads and iron pipe rails which are low in cost and maintenance.

The installation, sizing, and extent of the plumbing, ventilating, and electrical systems are largely controlled by regulatory codes. The choice of the heating system and its controls is, however, usually subject to engineering analysis of the particular problem. The use of radiant heating installations in the smaller schools is gaining favor and, with gains in both installation and operational experience, should be considered. Statistics indicate that operational savings within a very few years offset any increase in first cost.

#### New and Better Materials

With the return to a competitive market in the building material field, more and more of the manufacturers are increasing their research with the result that new and better materials in increasing number are being placed on the market. The architect, the engineer, and the builder must more than ever be alert and investigate their possibilities. No one sharing the responsibility for solving of the problem of economical construction should be satisfied with today's answers.

### A Word to School Boards —

## Let's Be Sensible About School Buildings—I

*Edward G. Zepp\**

There is every indication that the 1950 census will reveal a substantial increase in the population of the country as a whole. A good percentage of this increase will come from the "war crop" of babies, some of whom entered school last year while still more will enter school this year. The sharp upturn in school enrollments will, of necessity, require additional buildings and equipment.

Some school districts are already in the midst of large building programs; others will follow shortly. These operations will involve millions of dollars. What the taxpayer gets for his money should be an all important matter to him.

\*Ardsley, Pa.

#### Farsighted Planning Needed

What we presently have to work with by way of buildings and equipment is one thing; what we should have for the future generations of Americans is quite another matter, and one which requires immediate but farsighted planning.

In the eastern part of the United States the architecture, design, and plan of the majority of our school buildings run the gamut from ornate Grecian monstrosities to the monotonous lines of a factory building built solely for utility. Some of our school buildings are a combination of both, and a closer examination will reveal they were built more for permanency than function.

All of this is the result of a combination of things: the attitude and viewpoint of the taxpayer; economic conditions; state laws, and the departments charged with their administration; the viewpoint of the school board; and the architect.

It is not strange that the attitude and viewpoint of the taxpayer has something to do with this matter of school buildings, for, after all, it is his money that is being spent. The attitude and viewpoint of the taxpayer varies according to his interest. In the cities and large centers of population there is not too much individual interest. In suburban communities, however, there are many active groups which take a special interest in what their school tax dollar produces. Most of the time the in-

dividual's viewpoint seems to depend upon whether or not he has children of preschool or school age, or, older children who are no longer in school, or, no children at all.

While each one is entitled to his or her opinion on any matter, the larger percentage of public school enrollment is composed of "average" boys and girls. It is, therefore, the school board's duty to promote that system of education which will do "the greatest good for the greatest number."

Whether it be on the matter of buildings, finances, administration or anything connected with school business, taxpayers, parents, school personnel, and board members should reserve their judgment on any matter until all of the facts are known. Thoughtless offhand statements, without a true knowledge of the facts often cause more trouble than the real problems themselves. It takes the best in all of us to produce the finest educational system obtainable, and the worst in only a few of us can wreck a system no matter how conscientious and efficient its administration may be.

### Big Items in Big Demand

There is a current demand for auditoriums and gymnasiums in every elementary school. These facilities run into thousands of dollars. Both the taxpayers and the school board must exercise their best judgment based on need and financial ability. In most of the smaller communities, the school is the center of activity. It serves as the town hall, the community center, and the school auditorium is the only available place for large gatherings. The primary need for a school building, however, is adequate and functional classrooms. When a sufficient number of classrooms have been provided, auditoriums and gymnasiums are most desirable additions. Certainly, they are requirements in any junior or senior high school, and, although there is need for a good physical education course which is well integrated and moves progressively toward an end in the senior high school, the author does not believe the cost for a gymnasium is justified in the elementary level of a school system.

While the board of school directors has the sole authority in running a school district, parents in particular and the public in general should be interested in what they get by way of buildings for their school tax dollar. Recent experience has proved that community groups invited to sit in on preliminary meetings called for school planning in connection with a contemplated building program have been very helpful in ascertaining the public's idea of need, and serves as a guide to the school board in directing the architect in the preparation of his plans.

To be sure, such a meeting will produce more ideas than any ten boards could use, and, while it may appear to be a drastic step for a school board to take, rather courageously, the school board of Abington Township (Pennsylvania) did this very thing and found it paid dividends in good will and public relations. Through it the board and the public became copartners in an important community enterprise involving close to a million dollars.

### Good Education Is Worth the Price

Those who question the high cost of education and the most propitious time for a building program should bear in mind that education is no exception to the ebb and flow of cost factors. If people want good education, they must as surely pay for it as they do their cost of living. Moreover, children are not held in a state of suspended animation; each day they are a day older and we cannot wait until building costs may or may not come down.

Safety and permanence are two different matters, and, what may seem permanent may not be safe. Permanency of buildings may give some people a comfortable feeling, but how and what we teach our children are of greater consequence and span a much greater period of time than "permanency" of buildings. Progress and new subject areas bring about changes in teaching methods, which in turn call for needed changes in school buildings, their appointments and equipment.

From all reports, the western part of our country is farther advanced than the east in its ideas and use of new materials, construction, and new concepts in functional design. Economy is always an important factor. Many school districts have found that some of the new materials and changes in construction lend themselves more readily to necessary change, and it would have been better if the old buildings now being altered would have been built for function and possible change rather than permanency.

School buildings and classrooms are generally constructed after the need for them has long been proved, and any school board which would build classrooms at \$30,000 each before a definitive need for them arises is only making trouble for itself, legally and otherwise. When they are needed they are wanted in a hurry. Preparation of plans, approval by the state departments, procurement of bids and the actual construction—all take time. In order to get the buildings ready for use by a certain date, the architect and school board usually have to resign themselves to the use of conventional classroom design and construction.

### Parabolic Rooms Constructed

Within the past year, however, the Abington Township School District, departed from the conventional rectangular classroom, using a parabolic shaped room which is the first of its kind in the east. This has been hailed as a truly progressive step in functional classroom design, affording much more desirable use of the area by the class and teacher, and the more effective use of natural daylight. This type of room was conceived by the architect after many years of study, and a thorough understanding of modern school needs. When the bids were received for the construction of these classrooms, it was discovered that their cost was no more, and in some cases less, than the conventional type room.

Public works projects form an open field for the unscrupulous as well as the scrupulous.

The state, through legislative enactment, has attempted to protect taxpayers and tax money by setting up certain legal safeguards. Under the school code of Pennsylvania, separate contracts must be let for the general contract, plumbing, heating and ventilating, and electrical work. These contracts must be given to the lowest responsible bidder.

Experience has shown that such a procedure is neither economical nor satisfactory, and the divided responsibility offers four separate excuses for not completing a building on time, making it difficult for a board to invoke penalty clauses.

Matters of greater importance to the public and the school board are the questions of responsibility and performance of the contractors. The financial statement required by all bonding companies issuing completion bonds is a relatively easy matter for almost any contractor, and is not per se indicative of the kind of responsibility and performance a school board or the taxpayers would want in connection with the erection of their school buildings. The lowest or the highest bidder may not be as responsible as his bond would lead one to believe. How to guard against the malpractice of contractors on public works is a problem which confronts public bodies.

### School Board on the Alert

In Abington Township, the school board was determined to see that the taxpayers got dollar for dollar value in accordance with the plans and specifications. Some of the lowest "responsible" bidders were unknown to the architect. To determine their responsibility, a committee of the board together with several expert volunteer advisers who were all conversant with large scale building in industry, personally inspected the shops and plants of the contractors to determine whether or not they had the equipment and ability to do the job.

Since the school district covered a wide area and its building program was spread out, it was obvious that it would be difficult for an architect to give adequate and constant supervision. To provide such supervision, a clerk of the works was engaged who daily inspected each job, and made reports to the architect and administrators. These inspections by the clerk of the works disclosed many things which the contractors were doing to save time and money—for themselves. Many items were rejected, inferior work corrected, and, at this writing, with the program just about completed, the board and the taxpayers may be sure that their buildings are built according to the plans and specifications.

All the laws in the world with respect to the responsibility of bidders cannot guarantee the performance of any of them. Only the determination, conscientiousness, wisdom, and ability of the members of the school board can effectively assure the public that they shall get dollar for dollar value according to plans and specifications.

In the concluding portion of this article, we shall consider some of the financial aspects relating to school buildings, and the public use of school property.



# THE CRAGMONT TEST

Thomas L. Nelson \*

The "Cragmont Test" is the name given to an experiment now being conducted in new building materials for school construction in a two-unit, wooden-frame building located on the play area of the Cragmont Elementary School in Berkeley, Calif. The test is being carried out on a "control" basis: one unit of the building has been left "as is," with the exception of the painting of the interior; the other is the scene of the experiment.

The history of the experiment goes back about two years when the superintendent of schools appointed an Elementary School Building Planning Committee (a functional designation, if not a handy one) to develop their ideas of what should be included in a modern elementary school. This committee, composed of the superintendent, assistant superintendents, elementary school principals, supervisors, and elementary teachers, had many meetings and discussions and finally produced a brochure entitled, "Some Essential Features of a Good Elementary School Building." The brochure was not written, however, before the committee members consulted with school doctors and nurses, recreation specialists, parent-nursery supervisor, cafeteria director, visual

\*Superintendent of Schools, Berkeley, Calif.



The remodeled classroom as it is being used in making the test of new materials.

aid director, and others. This booklet has been distributed widely in California and has been used in the planning of many new school buildings.

## Tests of Materials Decided Upon

After completion of the brochure, it was decided that some of the recommendations be tried out in one or two classrooms before embedding them in steel and concrete in costly new buildings.

A kindergarten room was remodeled to include nearly all the ideas suggested for a modern kindergarten. A classroom also was developed which incorporated all or most of

the ideas proposed for a modern classroom. These two rooms have been in use for more than a year and most of the ideas contained in the brochure have proved practical and feasible. Some few were not. The worth-while ideas will be incorporated into our new elementary buildings.

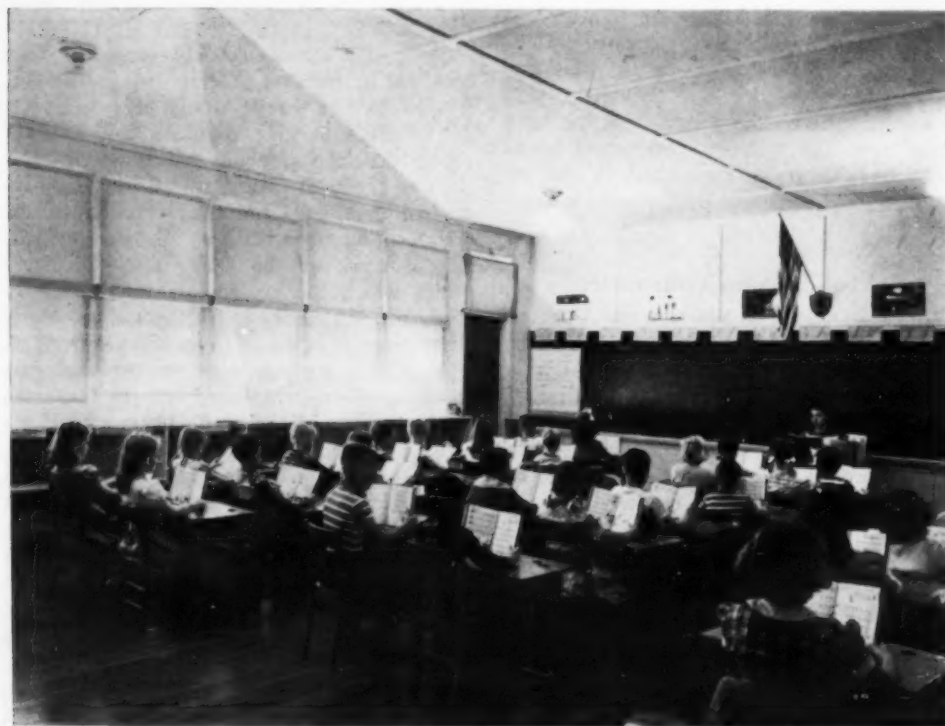
The "Cragmont Test" is a logical outgrowth of our experiment with these two classrooms. The idea came to mind—"Why not try a similar experiment with certain newer building materials and equipment?"

The compelling reason for the Cragmont experiment was a desire to obtain satisfactory school lighting by use of light other than a north light. The State Department of Schoolhouse Planning has for many years been advocating the orientation of school buildings in such a way as to obtain north light. This is feasible when dealing with new sites and in a city that is not congested, if there be such today. Berkeley, however, has had its share of the phenomenal growth of the West Coast; its school sites have been inherited and it is all but impossible to obtain new ones. In many cases the school sites do not lend themselves to north light. Perforce, south, east, and west exposures must be used almost entirely.

The lighting problem is aggravated by the plenitude of California sunshine, a commodity of which we are proud but one which presents difficulties in schoolhouse lighting. The usual practice is for the teachers to draw the curtains to keep out the sun and then turn on the electric lights in order to have enough light in the room.

In looking for an answer, we became interested in one of the newer directional beam, or prismatic, glass blocks. A manufacturer of these glass blocks agreed to supply some for experimental purposes if the school system would supply the place and labor. Soon several other companies came forward with similar offers, all of which were accepted and became part of the test. Each of them will be explained in some detail, for taken together, they constitute the Cragmont Test.

(Concluded on page 93)



The classroom before it was remodeled and repainted. The curtains were drawn to permit the photographing of the children and to bring out ceiling details.

# With the AASA at Atlantic City

## School Boards Widely Recognized

Reports of the national conventions of the AASA have customarily included statements that the organization exceeded in attendance, variety and importance of topics discussed, size of exhibits, and over-all character of agenda all previous conventions. It is no exaggeration to write that the 76th annual meeting in Atlantic City, February 25 to March 2, set a new all-time high in several respects. The attendance exceeded 16,000 administrators and teachers; the theme "Education, Dynamic of Democracy," was discussed in some form or aspect at 75 meetings of the parent organization and several hundred gatherings of allied organizations; some 325 firms and organizations displayed textbooks, building equipment, teaching materials and devices, educational furniture and equipment, audio-visual materials; the official operation of the convention was flawless. It cannot be said that the educational theory expressed in addresses and discussions touched any but the conventional approaches of recent years. Perhaps the most notable fact was the attention and respect paid to the new National Association of School Boards and to the numerous school board members who accompanied their superintendents at the meetings.

### The General Session

The number and variety of concurrent meetings during the week were so large that a dozen men from any one city might diligently spend their mornings, afternoons, and evenings at regular sessions without ever entering the same room, except for the general sessions. The general speakers were almost without exception laymen and figures in the public eye, and their addresses reflected in some allusions or direct statements a growing pessimism concerning world affairs, admissions that we have lost the peace, and vague expectations that the cold war will flare up into a shooting war. How the moral bankruptcy of the international relations might be averted by education was touched upon only in the most general and superficial terms. A few sentences culled from the papers will provide clues to the discussions of the "big name" speakers.

Said Walter P. Reuther of the Automobile Workers Union:

The cold war and the H-bomb confront American democracy with a challenge more compelling than the challenge we faced following Pearl Harbor. The forces that free men and free institutions fight today, are less dangerous but equally deadly and destructive of basic human and democratic values. History has made American democracy the custodian of freedom. If we fail in America, the light of freedom will be extinguished all over the world.

Democracy's most challenging problem is to find a way to translate technical progress into human progress and prove that men can enjoy economic security without sacrificing political freedom.

As we approach the second half of the twentieth century we are experiencing an ever deepening world crisis on the military, economic and political front. Essentially, however, our economic, political and military crisis is a reflection of a more serious and fundamental moral crisis.

Our moral crisis grows out of the fact that there has been developing an ever more serious and dangerous cul-

tural and moral lag between man's progress in the physical sciences and his lack of comparable progress in the human and social science. The shock of learning of the H-bomb has awakened us to the realization that in the physical sciences we have at last achieved the weapons and the know-how with which to destroy the world physically, but we have failed in the human and moral sciences to create the social mechanism and the sense of moral responsibility necessary to translate achievement in the physical sciences into tangible social and moral achievement in the human sciences.

Democracy must provide man with a positive fighting faith that has the will and know-how to translate moral and ethical values into basic economic and political decisions. Industrial conflict will subside in direct proportion to our ability to banish fear and insecurity from the hearts and minds of men and by creating the economic environment that will assure everyone a full measure of social justice. We must reaffirm our faith in basic human values and reassert the sovereignty of people over profits.

### Dangers of Atomic Energy

In the course of a simple explanation of the nature of atomic energy and its useful as well as dangerous aspects, David Lilienthal called attention to the fact that:

In the perspective of time, the great importance, the terrible challenge to Americans of the release of nuclear energy and the new fields of knowledge that this discovery opens up before us, does not lie solely in the incredibly destructive force of atomic weapons, including that form of nuclear weapons known as the hydrogen or super-atom bomb. The chief importance may not be in the wholly new and almost boundless sources of atomic energy to do man's work that in time will be ours; nor is it in the great advances in the conquest of disease and suffering, nor in the radical improvement in agriculture and in nutrition which are on the way as a consequence of these early discoveries—indeed in some cases already achieved, in hospitals and laboratories over the country.

There can hardly be any doubt that a principal danger to the people of this democracy is that atomic energy in our own hands can become a threat to our basic liberties. It is not the plotting and design of evil-doers, from without or within, of which I now speak. I seek to warn you of a more subtle hazard, and an ancient one: a disregard of the injunction that the blessings of liberty are only for the vigilant, the eternally vigilant.

### Freedom Never Absolute

In a philosophic explanation of the fact and feeling of freedom Beardsly Rummel declared that "In the United States the ideal of freedom is deeply imbedded in the mind and culture of the people."

It is clear that human freedom in an absolute sense can never be attained. Freedom will always be relative, a matter of "more or less." The life impulse to freedom will constantly drive toward "more" and away from "less," even though it be, toward a goal which constantly recedes as it is approached and is better understood. There can be no day when it will be said that human freedom has been finally won. Accordingly, we strive but for an expanding opportunity for each and all of us to grow over the years in human stature. The obstacles along the way are ignorance, superstition, and the love of arbitrary insight revealing the worth and dignity of man, and by a rule of order established and administered with the consent of the governed.

In her delightful speech entitled, "Human Rights and Individual Responsibility," Mrs. Franklin D. Roosevelt limited herself rather wisely to a few specific experiences in adjusting

the language of the pronouncements of the United Nations Committee on Human Rights to satisfy the materialistic philosophy of the Russians and the antagonistic national ambitions of the Latin and oriental nations.

In a sharply critical address in which American ignorance of geography, of languages, and of the shrinking size of the globe was pointed out, John H. Forbray, director of Air World Education, Kansas City, urged that "we must learn to get used to world neighbors with different colored skins, with different religions, and speaking different languages."

The airplane may be bringing together the people of the world faster than they are ready for it. We have a big task to prepare the minds of people for living and doing business in One World. . . .

We must get acquainted with our new global neighbors. If the farthest is less than forty hours away by air, we can't call them "foreigners" any more. The whole concept of other nationalities being alien to us has to go. And if we are going to get along with these people as our neighbors, we are going to have to know what they are like.

### School Planning Problems Discussed

At a discussion group devoted to school planning, Supt. Charles F. Carroll, High Point, N.C., urged that "the school plant exists only to facilitate and effectuate teaching and learning processes."

Architect and administrator, supported by understanding citizens who are also the only source of money, should strive for maximum habitable spaces within the building. Educationally valueless, nonhabitable spaces to a disproportionate degree are also uneconomical.

In allocating habitable spaces among functions, priority should be given to instruction. Administration, circulation, pupil service and accessory spaces are essential but complementary. Along with space allocations should come establishment of relationships whereby activity in each part of the building will be co-ordinated harmoniously with related activities.

The entire school plant must allow for expansion and flexibility. Maintenance cost should not be considered separately from capital investment.

### Public Relations of School Boards

At a joint meeting of the National School Boards Association and the Discussion Group on Public School Relations, Acting Supt. W. W. Theisen, of Milwaukee, pointed out that while school boards occupy a strategic position in community-school relations, they rarely take full advantage of it.

Board members can render valuable public relations service by discussing proposed educational policies freely with parents and other citizens. The public is scarcely to blame if it opposes policies which it does not understand. Through their personal contacts members of the board may assist in the process of ascertaining the views of citizens on aspects of the educational program. They can cause complaints to be referred to proper administrative authorities promptly.

A board which desires to retain and develop public confidence in itself and in the school program should approach the public with a united front. Measures adopted by split votes tend to destroy confidence. A superintendent is probably unwise to press important matters for decision unless and until an adequate foundation of understanding has been developed, both in the board and in the community.



Public boards should conduct their business and that of committees in meetings that are open to the public. Purchases of supplies and equipment should be made on the basis of sealed bids and awards made in open meetings to the lowest responsible bidder complying with the specifications. The Board of Education should provide for evaluation of the program offered in terms of achievements, needs, and degree of public approval. Opinion polls and meetings with parents and other lay citizens to discuss educational policies and problems are effective methods of determining the position of the public. Community studies to ascertain future needs in the form of educational changes, school buildings, and revenues should be undertaken. Interpretation of the findings to the public tends to develop confidence in the board's motives.

The average citizen does not have sufficient information and understanding to act intelligently upon many questions affecting the schools. A good system of reporting to the public can do much to forestall criticism. Reports should be issued periodically and distributed widely.

### Superintendent-Board Relationships

At a large discussion group made up of 50 per cent board members and 50 per cent superintendents, Supt. Owen Carmichael, of Louisville, Ky., brought together ideas for the effective working relationships between school boards and superintendents.

The orientation of new school board members by the superintendent can be accomplished by equipping him with school laws, recent minutes, opinions, budgets, rules and regulations, invitation to meetings before taking office. While the superintendent usually directs the school board meeting he should plan the physical side first. Such things as space and adequate facilities not only for the board but for the press, organization of teachers, etc., facilitate the meeting and are part of good public relations.

For the meetings themselves each board member should receive an agenda, in advance if possible, and a summary of supporting data. After the meeting the superintendent should see to it that the minutes are promptly and accurately prepared and distributed.

There should be a friendly relation between the superintendent and the board members but none should be singled out. While special meetings with board members singly should be kept to a minimum, many meetings can be handled by telephone or by memorandums and a follow-up telephone call.

Reporting to the board by the superintendent is important and should be the basis of legislation and evaluative recommendations. The reports should be well planned and regular—weekly or monthly. The annual report should be complete and objective.

In the field of human relations, the wise superintendent will watch the little things, especially those which cause irritation; such as promptness, lack of information, procrastination. The partnership between the superintendent and the board should be built on mutual trust, friendliness, confidence, and unselfishness. All should be sold on the great and important public trust and service that is being rendered.

Edward M. Tuttle, Chicago, set up a few principles for the effective working relations between boards of education and superintendents. Unity is important in board action for supporting the final decisions. It should be based on good will, tolerance, and confidence. It is necessary to divide the authority—for the board policymaking, for the superintendent, administration. A code of principles on which the board acts is helpful and builds a background of intelligent understanding. Advisory committees and workshops



President-Elect  
W. T. White



U. S. Commissioner  
Earl J. McGrath

encourage the growth of board members in their jobs. They also provide an excellent training ground for future board members. Human relations should be built on mutual respect, good will, tolerance, courtesy, and frankness.

### The School Building Program

At a discussion meeting on Monday afternoon, Supt. William E. Moreland, Houston, Tex., declared that the problem of adequate school planning consists largely of adjusting the "three legs" of each building enterprise to provide (1) the correct size of teaching facilities, (2) the quality of the construction, and (3) the possible cost. No satisfactory school building can be erected without planning for the number of pupils and the program of education to be accommodated, the type and quality of the construction, and the funds available for the local school authorities.

Prof. Harold Clark, of Teachers College, New York City, traced the history of bond prices from the year 1900 when the net rate of the best quality school bonds was 6 per cent, to February, 1950, when the rate, under the federal low interest policy, had dropped to 1.99 per cent. While there is no assurance that the present low interest rates will continue, it is advisable for boards of education to proceed with the necessary financing for needed school building projects. Dr. Clark claimed that the time to issue school bonds is when the government tries to expand business and when the monthly cyclical recessions in interest rates and in the cost of construction materials occur. Ultimately, the "pay-as-you-go" plan is best for permanent school financing, but it is usually not possible. In the discussion which followed it was made clear that federal aid for school building projects will be necessary for many poverty-stricken communities in order to meet their immediate needs. Aid should go especially to places where the war has largely increased the population but has not added to the taxability of the communities.

### School Finance

At a Discussion Group on School Finance, consideration of the need for adjusting the taxation plans of local communities, states, and the Federal Government brought out the fact that the program of financial support of the schools is unsatisfactory and is the main cause for severely limited educational opportunities. Prof. Edgar Morphet of California,

urged seven steps for solving present school finance problems. He urged (1) that local tax ceilings be eliminated, allowing boards reasonable freedom to levy sufficient local taxes. (2) The state should provide more of the funds for local schools on a partnership basis, but it should not supply all moneys and endanger their expenditure by detailed controls. (3) The state should at least provide funds for a balanced foundation program for teachers' salaries, for transportation, and for aid of other special services. (4) Taxation and methods of support should be completely objective in their techniques. (5) The program should not include hidden rewards which encourage indefensibly small districts and inefficient schools. (6) The assessments of property and the distribution of state funds should be objective and based on carefully developed ratios to assure a uniform effort on the part of every community to support a foundation program. (7) The funds provided by the state as a minimum should be objectively determined and balanced with local funds provided through a required uniform local tax effort.

### School Construction

In discussing the problem of federal aid to state and local school building construction programs, Dr. Ray L. Hamon, of the U. S. Office of Education, declared that there is in Congress an awareness of the need for aid to the states and local communities. Local sources are insufficient for meeting the present need for 500,000 public elementary and secondary classrooms which must be erected during the next eight or ten years. A total of 30 bills have been introduced in Congress for federal aid.

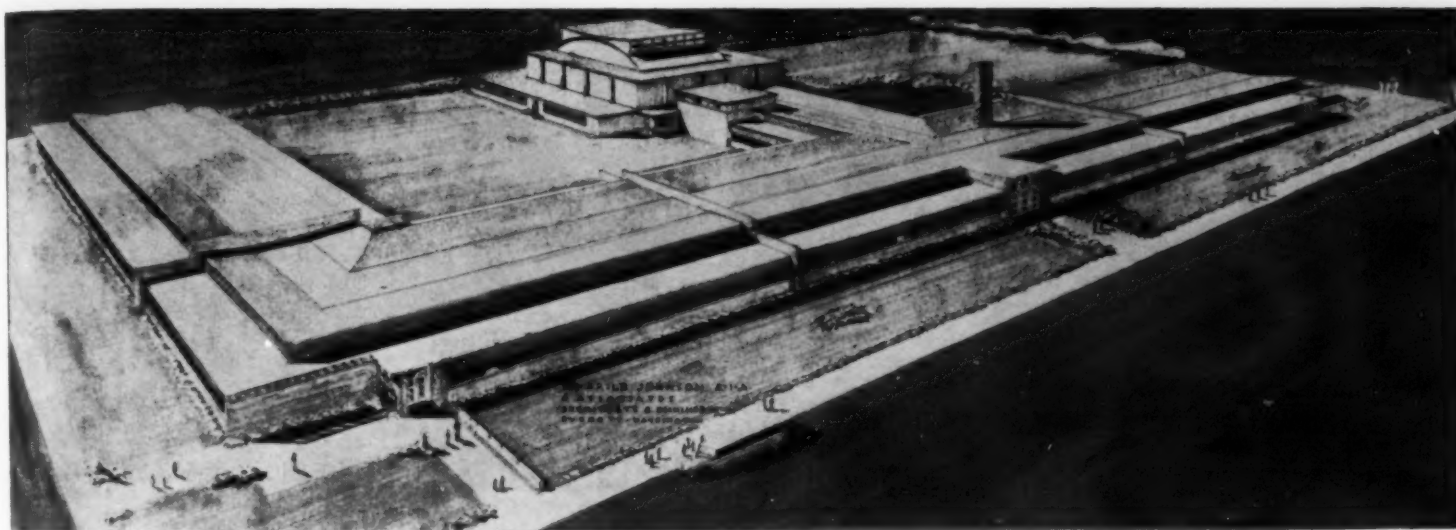
In discussing the growing feeling that federal agencies are encroaching on the states through federal aid programs, Dr. Hamon laid down four fundamental principles to be observed in any federal aid program for the planning and construction of school plants:

1) Administration of the program should be through the U. S. Office of Education and the respective state educational agencies; (2) allotments should be made on a state-wide basis to state educational agencies for their use in assisting local units in accordance with approved over-all state program plans; (3) the federal allotment formula should be based on the needs and relative financial ability of states; and (4) federal-agency activities in relation to the planning and construction of school facilities should be restricted to (a) approval of state program plans as to conformity to federal laws, (b) general co-ordination and audit at the state level, and (c) the provision of consultative services upon request of the state educational agencies.

### The Resolutions

The resolutions repeated the faith of the Association in public education and in such problems as support of national defense, the use of United Nations as an instrument of peace, the development of UNESCO, and strengthening of the U.S. Office of Education. Among the new ideas expressed were an affirmation of the necessity of further professionalization of the superintendency of schools at the local, state, and county levels. Resolution 9 which insisted that private schools should be financed entirely by their supporters, was objected to by Supt. James L. Hanley, Providence, R. I., as mimical to its best interests of public education. Mr. Hanley declared himself as favoring all separation of Church and

(Concluded on page 94)



Exterior, Parkview Grade School, Anchorage, Alaska.—William Arild Johnson and Associates, Architects and Engineers, Everett, Washington.

## The Anchorage School Building Program

*C. C. Caldwell\**

In one of the induction meetings of the 1949-50 school year, a new teacher asked the question if the Anchorage School System was progressive. The answer to that query was that the school administration did not know whether it should be classified as progressive or conservative, but it certainly could be called an "Expanding School System."

Currently the Anchorage districts have

enrolled for the school year approximately 2875 pupils in the public school systems, whereas at the close of school in 1946 there were 1187 school children. It is reliably estimated that within the next four years there will be at least 4000 school youngsters in this burgeoning area. Thus it can be seen that this portion of Alaska can truly be described as expanding, and that the local public schools must look forward to a school membership caused not only by the wave from an extremely heavy birth rate, but also additional chil-

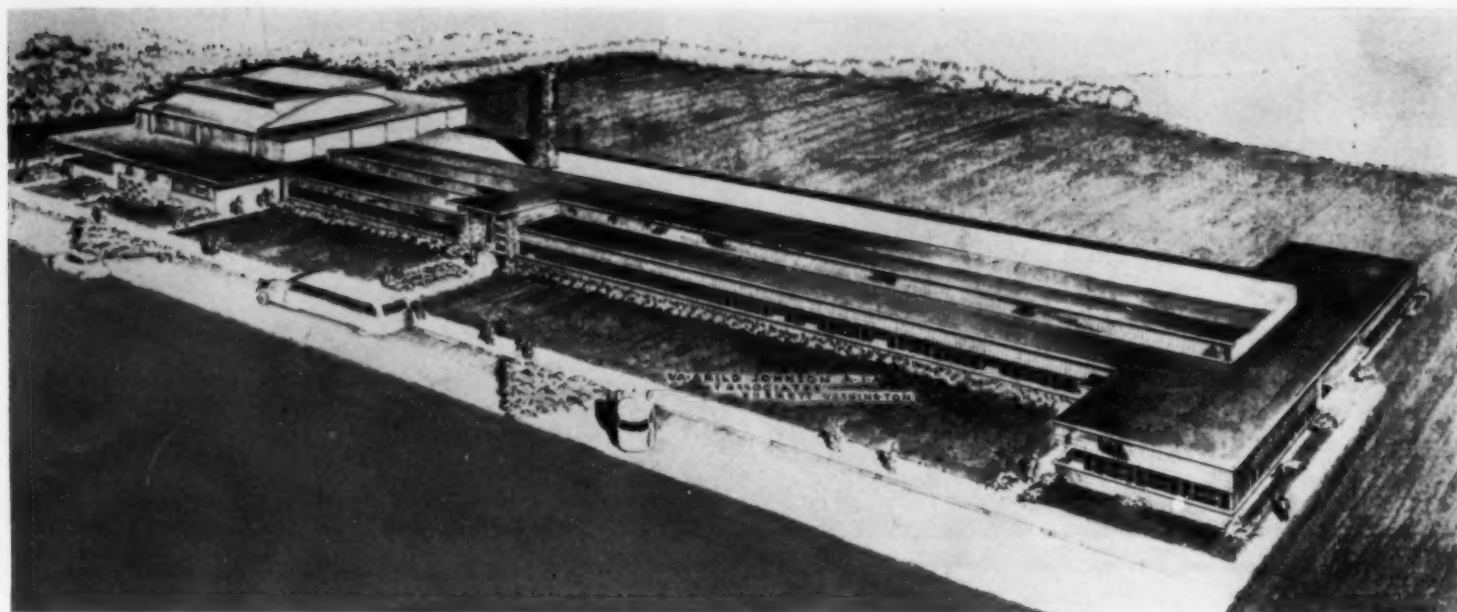
dren of a heavy immigration from the continental United States.

School board members and school officials have given much thought to the over-all, long-range view of what is happening in Anchorage. In so far as buildings are concerned, the policy has been adopted of moving as many of the elementary schools as feasible, particularly the primary grades, out to local neighborhoods. This conforms with the philosophy of bringing the schools close to the homes of the younger children.

\*Superintendent of Schools, Anchorage, Alaska.







Exterior, Mountain View Grade School, Anchorage, Alaska.—William Arild Johnson and Associates, Architects and Engineers, Everett, Washington.

### Weather and Curricular Problems

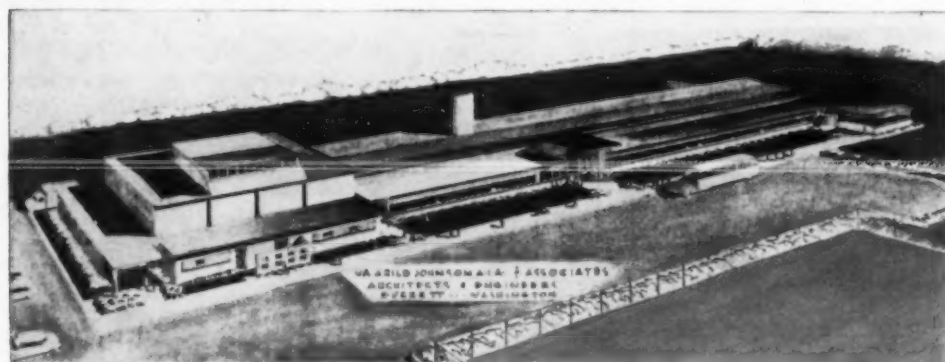
Alaskan weather conditions pose a problem in the use and construction of school buildings that is not prevalent in many sections of the United States. In this particular region the youngsters may need to be held indoors from the middle of October

to the first of May should weather conditions be at all adverse. Thus undercover recreational space becomes a crying eventual need in Anchorage, although the present construction program is confined strictly to the acquisition of basic classrooms.

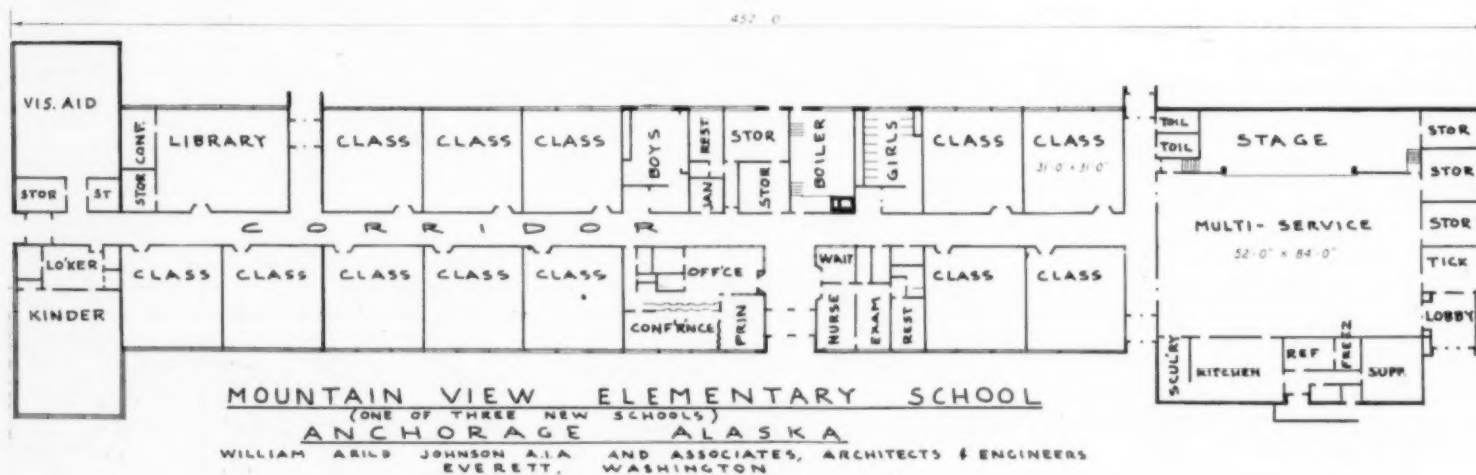
Thought has been given also to the

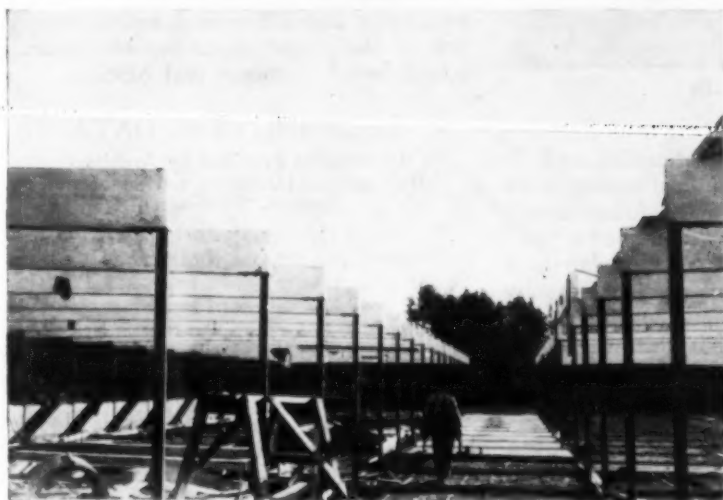
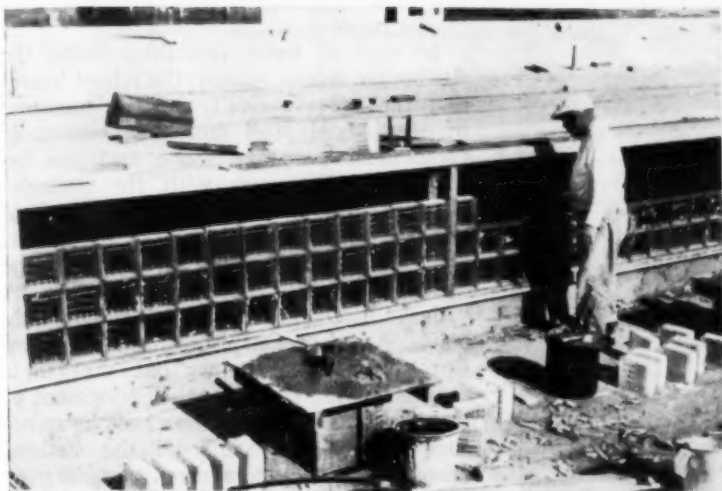
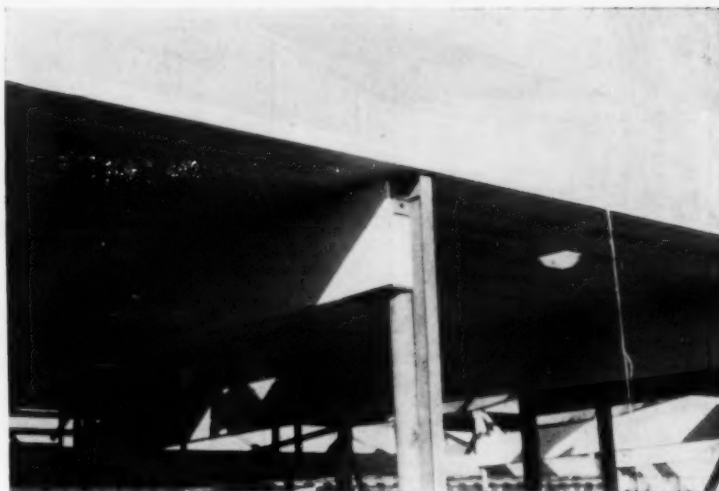
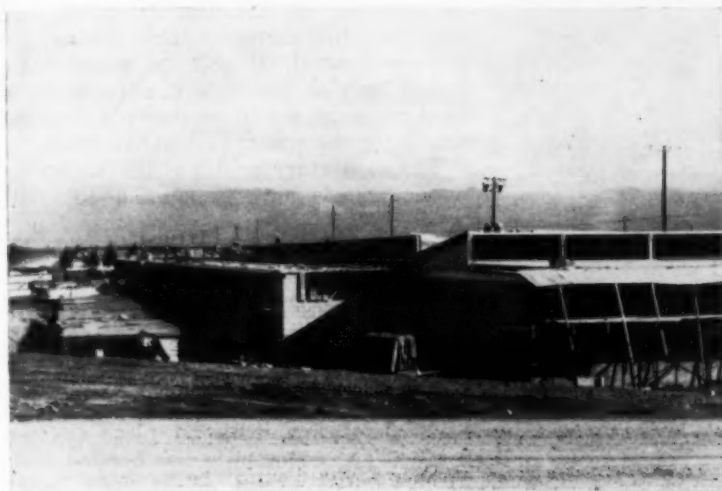
aesthetic and cultural phases of the elementary curriculum. Eventually it is hoped that there will be primary schools, each consisting of 12 primary rooms, two kindergarten rooms, and an undercover recreational room and a stage annex which will have multi-purpose usages including the serving of hot lunches. Three of these primary schools would feed into a central intermediate school consisting of grades 4, 5, and 6, having 32 basic classrooms. In addition to the primary school facilities, the intermediate schools would have other features incorporated, including special arts-and-crafts rooms and quarters for music instruction.

The school administration has propounded an idea for the elementary grades that would insure equal educational opportunity for all youngsters to participate in well-rounded curricula. Four teachers would work together as a unit. Each one of the four teachers would be selected not only for her skill in teaching a basic classroom, but for the specific strengths and interests



Architect's Perspective, Spenard Road Grade School, Anchorage, Alaska.—William Arild Johnson and Associates, Architects and Engineers, Everett, Washington.





Upper Left: General View of Parkview Grade School under construction. Upper Right: Detail of roof construction showing metal uprights supporting roof.

Middle Left: Workmen placing directional glass block in clerestory windows. Middle Right: Construction of main roof.

Bottom Left: Pipe uprights and roof girders in place. Bottom Right: Girders of corridor in place.

which she might have in the recreational, cultural, and/or aesthetic fields. For certain periods of the day each instructor would contribute these skills toward the advancement of those phases of the curricula in conjunction with the three other teachers. Each set of four teachers has their rooms

arranged so that they are close together and each set is termed a "cycle."

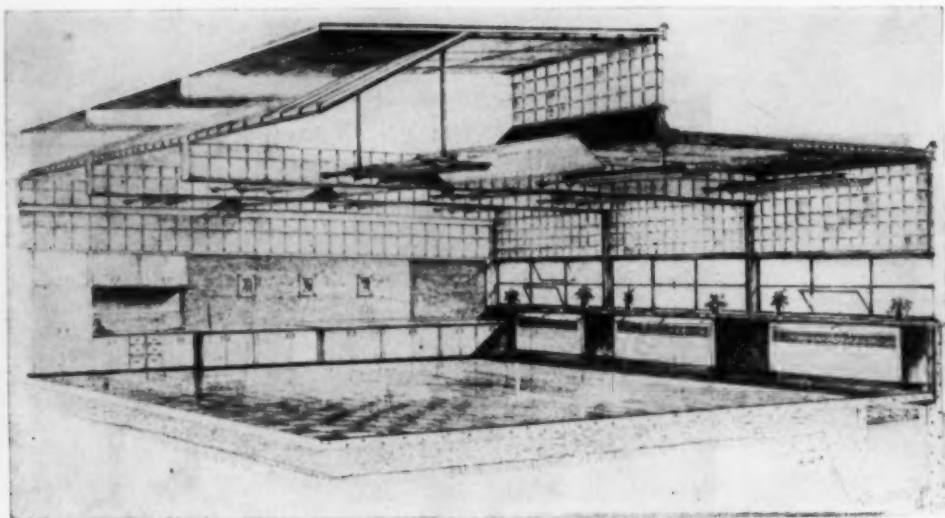
#### Using the Rooms

The number of rooms, according to the number of cycles, is computed for each building as well as the room arrangement.

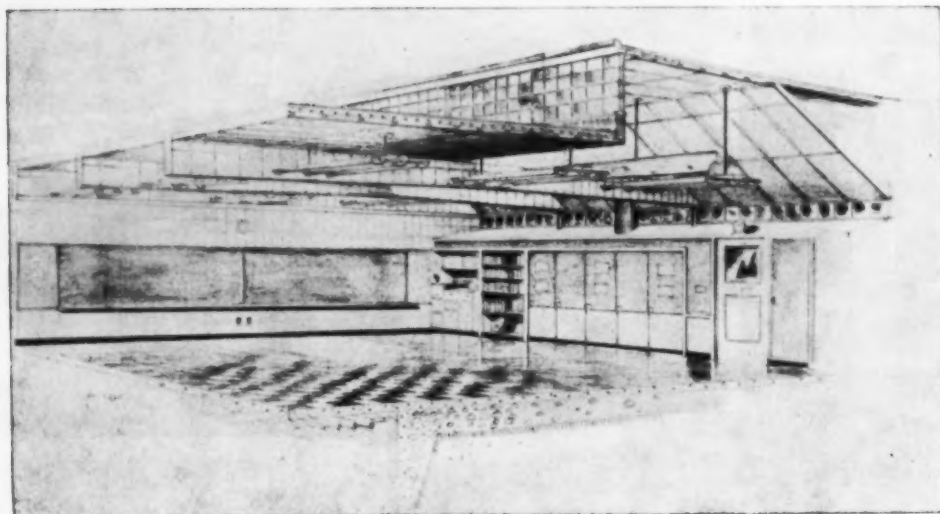
The special facilities at each level will be scheduled for as full time use during the school day as possible. Expenditures for these physical additions might be justified for 100 per cent use despite the demand for more basic classrooms.

The periods for these phases of the





Section of Classroom showing exterior and rear walls  
(front and corridor walls removed).



Sectional view of Classroom showing front and corridor walls  
(exterior and rear walls removed).

elementary program are 45 minutes in length, which in turn are divided into 20- and 25-minute periods for primary youngsters. The 12 primary sections divided by four gives three periods of actual usage both in the morning and the afternoon. The fourth period in the morning is to be used to set up the facilities for the noon-hour activities and the lunch period. The facilities' usage thus is insured for all of the school day.

At the intermediate level 32 units allow the full scheduling for the four 45-minute periods in the morning and the afternoon. Sixteen rooms would use the gymnasium space in the morning on a relatively long period basis, while in the afternoon the other 16 rooms would use the gymnasium. When one set of 16 rooms is using the physical education space, the other would be scheduled to the music and art-crafts areas and for expression work. One of the facets of the latter is the preparation of weekly radio programs from the school system to go out over the commercial stations in town.

This scheduling arrangement is held to

be psychologically, educationally, and financially sound. The human resources on the staff are utilized to the fullest extent and gives the teacher a "break" or a "lift" if she can have 1½ hours per day in a phase of teaching that is more of a hobby than actual work. From the educational viewpoint it is held that this will insure equal educational opportunity in all phases of the elementary school curriculum with a higher type of instruction resulting. From the financial standpoint one room out of four will need to be equipped for special purposes. Only one spinet type piano on casters needs to be purchased for every 16 rooms, as it can be moved every 45-minute period to a room in another cycle.

#### The Population Growth

Up to this point the ultimate in the Anchorage school planning has been indicated. Actually to date it has not been possible to keep ahead of the enrollment in providing just the needed basic classrooms. The preliminary school plans for the buildings now under construction have

incorporated the facilities mentioned and described, but currently these are not being constructed. It will be many years before special facilities can be built if local resources are to be the only financial source for the school building program.

The elementary grades of the Anchorage public schools have been on double-shift or restricted pattern for the major part of the past five years, and it appears inevitable that this condition will continue, even though 50 more classrooms became available shortly after the first of January, 1950. The 1950-51 school year will find the local school system faced with an additional shortage of from 10 to 12 more basic classrooms, with no place to turn fiscally. The community has bonded itself to the fullest extent of its "pay back" capacity, incurring a 20-year bond issue in the process.

In spite of these difficulties facing the Anchorage school system, the school board<sup>1</sup> and the great majority of the members of the school staff feel that eventually these ideas *can* take shape and *can* become a reality even with the obstacles imposed by long-distance control from Washington, D. C., the delays caused from transportation, and the current red tape which can aptly be termed just plain "Alaska-itis." This is a land, not only of vision and dreams, but of challenge and fast action. Who knows but that these dreams for the educational development of the Anchorage area will soon become an accomplishment, especially if the Federal Government will recognize its obligation specifically to this district. The federal awakening and subsequent action remains one of the major objectives of the local school board members and officials.

#### BUILDING COST DATA

Information provided by Architect  
William Arild Johnson and Associates,  
Everett, Washington

The three schools at Anchorage have been built under full general contract, at a cost of \$1,381,120, divided as follows: Parkview School, \$848,650; Spenard and Mountain View Schools, \$266,235 each. The cost is \$15.50 per sq. ft. In the state of Washington similar construction has been used for as low as \$7.95 per sq. ft.

Construction began June, 1949, and the buildings were occupied January, 1950.

The construction is of modular type with transverse framing. The buildings are carried on bents of 10 ft. 8 in. o.c. to the center of the module. No bearing walls are required. The roof is placed immediately after the rigid columns are in position.

The steel columns are set in heavy concrete footing blocks like masts, and the floors are asphalt tile over concrete slabs, which in turn have been laid on gravel fill.

Heating is by steam convectors.

(Concluded on page 90)

<sup>1</sup>The board of education which gave the architect and the superintendent open-minded and forward-looking cooperation in the planning and construction of the new buildings was composed of Dr. F. N. Dorsey, James E. Norene, U. S. Hanshaw, W. D. McKinney, and John F. Gorsuch.



Architect's Perspective, Findlay Elementary School, Findlay, Ohio.—Outcalt, Guenther & Associates, Architects, Cleveland, Ohio.

## Elementary School Buildings at Findlay, Ohio

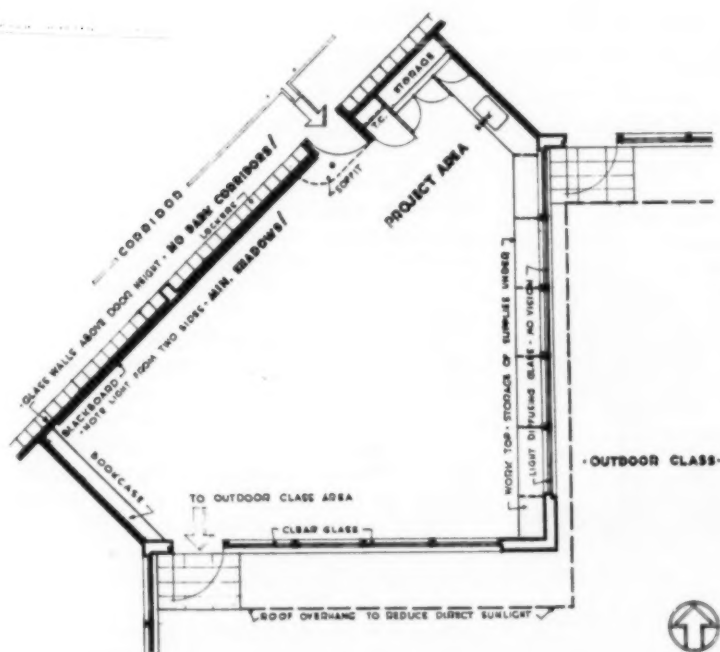
*F. L. Kinley\**

Trends in modern education are reflected in the educational and architectural planning of four new elementary school buildings now under construction at Findlay, Ohio.

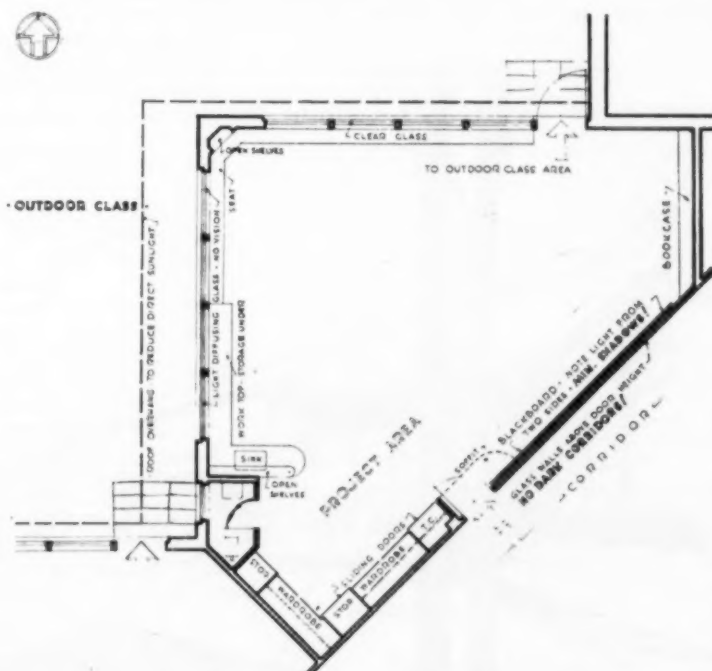
\*Superintendent of Schools, Findlay, Ohio.

The original educational planning was developed by the superintendent and his teachers who further indicated a desire to obtain improved seeing and auditory conditions as well as improved teaching facilities. This group evaluated plans and

details as they were developed. The architects, Messrs. Outcalt, Guenther & Associates, Cleveland, accepted their suggestions and have designed an unusual and interesting type of building. There are four buildings in the program, all using the same



Typical Elementary Classroom. Three possible arrangements of seating are suggested to bring the main light over the left shoulder of the pupil.



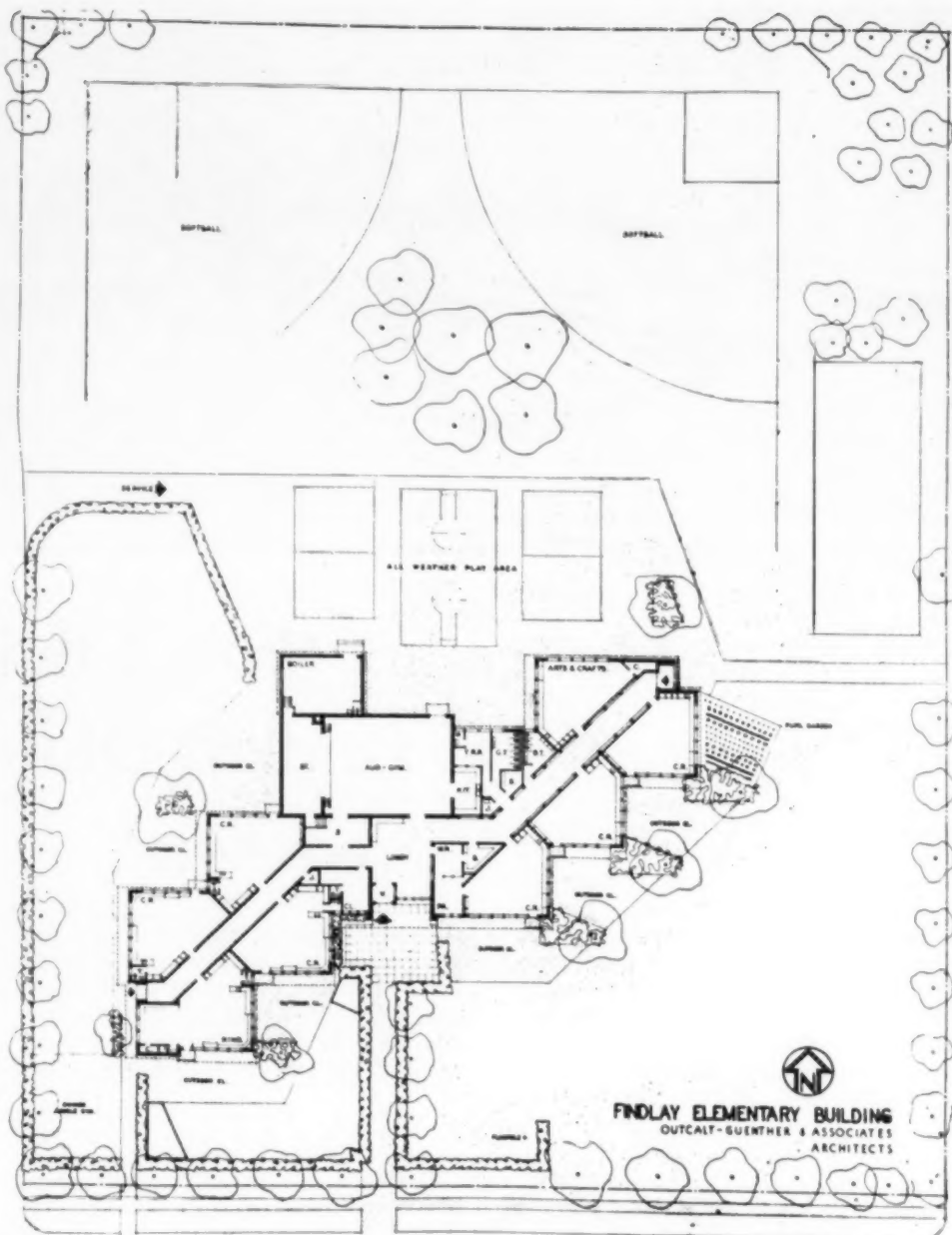
Typical Primary Classroom showing the overhang intended to reduce direct sunlight. Corridor wall has glass above door height for lighting this area.



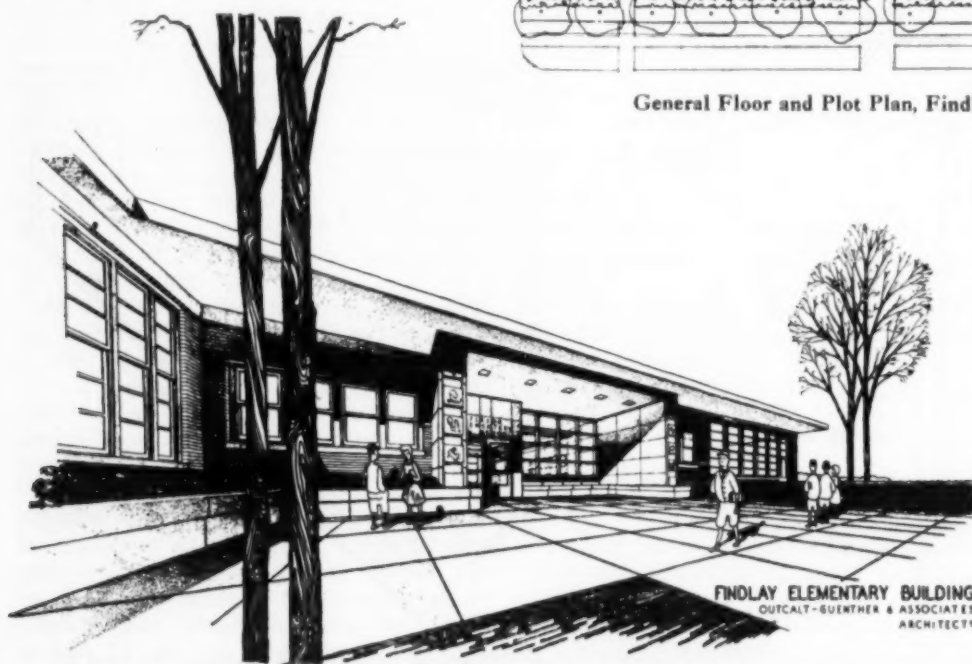
general plan. Variations in orientation and site conditions have brought about definite changes in each building. The finish materials vary, which fact, combined with design modifications, gives each building an individual character.

The general plan might be classified as a sawtooth design which provides natural light on two sides of each classroom. The five-sided classrooms are proportioned so as to permit some glass area half again as close to the corridor wall as is possible in rectangular-shaped classrooms. The design allows daylight to enter from two major directions, thereby minimizing shadows and tending to equalize the seeing conditions for both right- and left-handed children. Sound reverberation is reduced since virtually no walls are parallel. Because of the shape and the facilities and equipment provided, opportunities are available for departures from traditional teaching methods, and the non-conformity of room shape with the customary rectangle actually suggests informality. Maximum flexibility in seating arrangements without penalizing certain children is obviously possible. These and many other factors which have bearing on child development have been favorably commented upon by educators and specialists in elementary school building planning.

Each of the four buildings is a one-story structure. The roof extends to form an overhang on one of the two window walls of each room, depending upon orientation. Since each classroom has two perpendicular walls of glass, sunlight can enter each room at some time during the day. Brightness patterns are controlled by a combination of the overhangs, use of light-diffusing glass and window hangings. The light-diffusing glass on one wall further prevents



General Floor and Plot Plan, Findlay Elementary School, Findlay, Ohio.

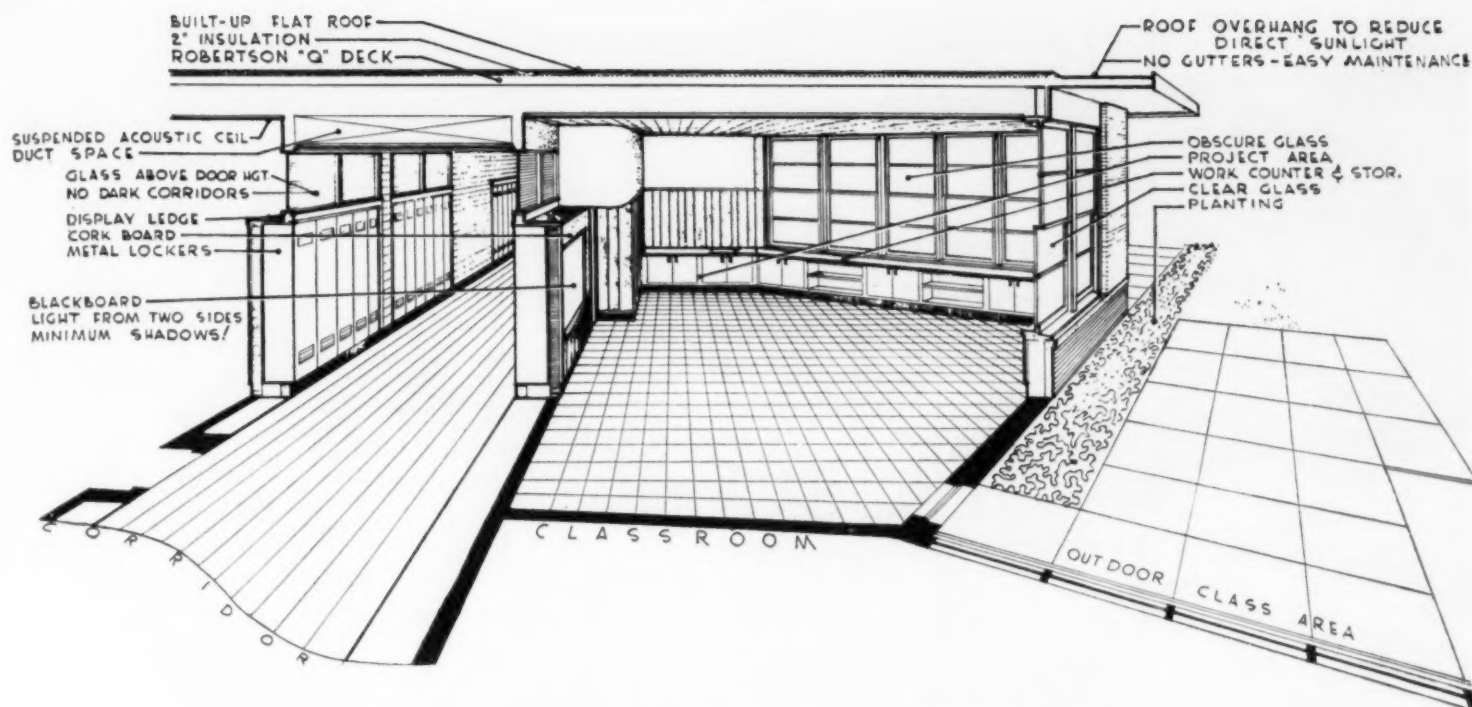


Detail of Main Entrance, Findlay Elementary School, Findlay, Ohio. — Outcalt, Guenther & Associates, Architects, Cleveland, Ohio.

vision from room to room. Artificial lighting is provided with fluorescent lights mounted below the ceiling to make possible adequate light distribution and to avoid excessive brightness ratios between light sources and ceilings.

Two of the buildings which are on level sites have floor slabs on the ground and will have radiant or panel heating. The other two buildings have framed slabs with a crawl space below and are heated with unit ventilators. Heating systems are designed for use of either oil or gas.

There are eight rooms in each building: six classrooms, a kindergarten, and an arts and crafts room. An auditorium-playroom, with stage, will accommodate approximately 250 persons. A storage area and a modern kitchen are adjacent to the auditorium, the kitchen being primarily for the use of parent-teacher and other community groups.



Cross Section of Typical Classroom, Findlay Elementary School, Findlay, Ohio.

The kindergarten and primary grades have toilet and wardrobe facilities provided in each room. Lockers for the intermediate grades are recessed in corridors adjoining the classrooms.

The classrooms average approximately 836 square feet of floor area, the kindergarten being somewhat larger.

Plastic tile and asphalt tile are being used for finish floors, with educational designs and games inlaid in the kindergarten and playroom. Ceilings throughout the buildings will be of acoustical tile. Pine boards in natural finish are being used to door height in place of plastered walls. Corridor walls are of glazed tile. There will be glass panels above the chalkboards on the corridor walls to lend daylight from the classrooms into the corridors.

The classrooms, as educational workshops, were made as functional as possible, having both instructional and work areas, with special attention given to the design of cabinets and conveniences for pupils and teachers. The work area is equipped with a counter, sink, and ample cabinet space. In the primary rooms, seats are built beneath the windows and are hinged so as to provide additional storage space.

Classroom furniture is to consist of tables and chairs in the kindergarten and primary grades, and desks of the latest design will be used in the intermediate grades. All furniture is to be finished in light biege to harmonize with the pastel colors of the room and provide the greatest amount of light reflectance and color harmony. The chalkboards are to be green glass. The instructional area can be easily adjusted to meet the varying needs of the educational program as all furniture will

be movable. Both kindergarten and classrooms open directly to an outdoor class and play area.

An expanded health program is provided

for by the gymnasium, a clinic, and the outdoor playground facilities. Furthermore, the use of certain of these facilities by the community as a whole is anticipated.

## Oklahoma City's Southeast Secondary School

*F. W. Hosler\* and N. L. George\*\**

Creative architects relish the opportunity of planning new school buildings when they are given a clear-cut statement of the educational objectives and the supporting instructional activities, and are asked to participate in developing a harmonious solution of the related problems of site development, structural and equipment engineering, aesthetic design—all to create the best educational and hygienic environment within the school district's economic limitations.

In the Southeast Secondary School project, the Oklahoma City board of education asked the architects, Messrs. Hudgins, Thompson, Ball and Associates, to plan, first, a building for 800 young people enrolled in grades 7 to 12, and engaged in a broad secondary program; and, second, to make the structure fully serviceable for the adult neighborhood and its educational, recreational, and civic desires. The possible growth of the population and the expansion of the instructional and adult programs were not to be overlooked. The building was to be placed on a reasonably level site of 16 acres near the center of the neighborhood. The building plans illustrated in these pages were the result of the combined study of the school authorities and architects.

\*Superintendent of Schools, Oklahoma City, Okla.

\*\*Assistant Superintendent in Charge of Business Management, Oklahoma City, Okla.

### Community Use Features

In planning the building for community use, these ideas were considered:

The auditorium is on the first floor within easy access from the street. It is to be heated separately from the central heating system.

The shops are planned so that the people of the community may do a variety of craft-work in wood, plastics, metal, etc., and may even do repair work on home furniture, machines, etc.

The cafeteria is to be located as a separate unit in order that dinners, teas, and social gatherings may be held.

The gymnasium and swimming pool are to be isolated and to be used by the citizens for recreation, physical and health education.

The library is planned on the first floor with direct entrance from the street. Citizens may use it for reading and informal services.

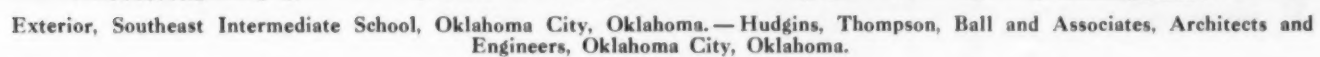
The play areas on the school grounds are also to be developed for adult activities, as well as for students.

### The School Proper

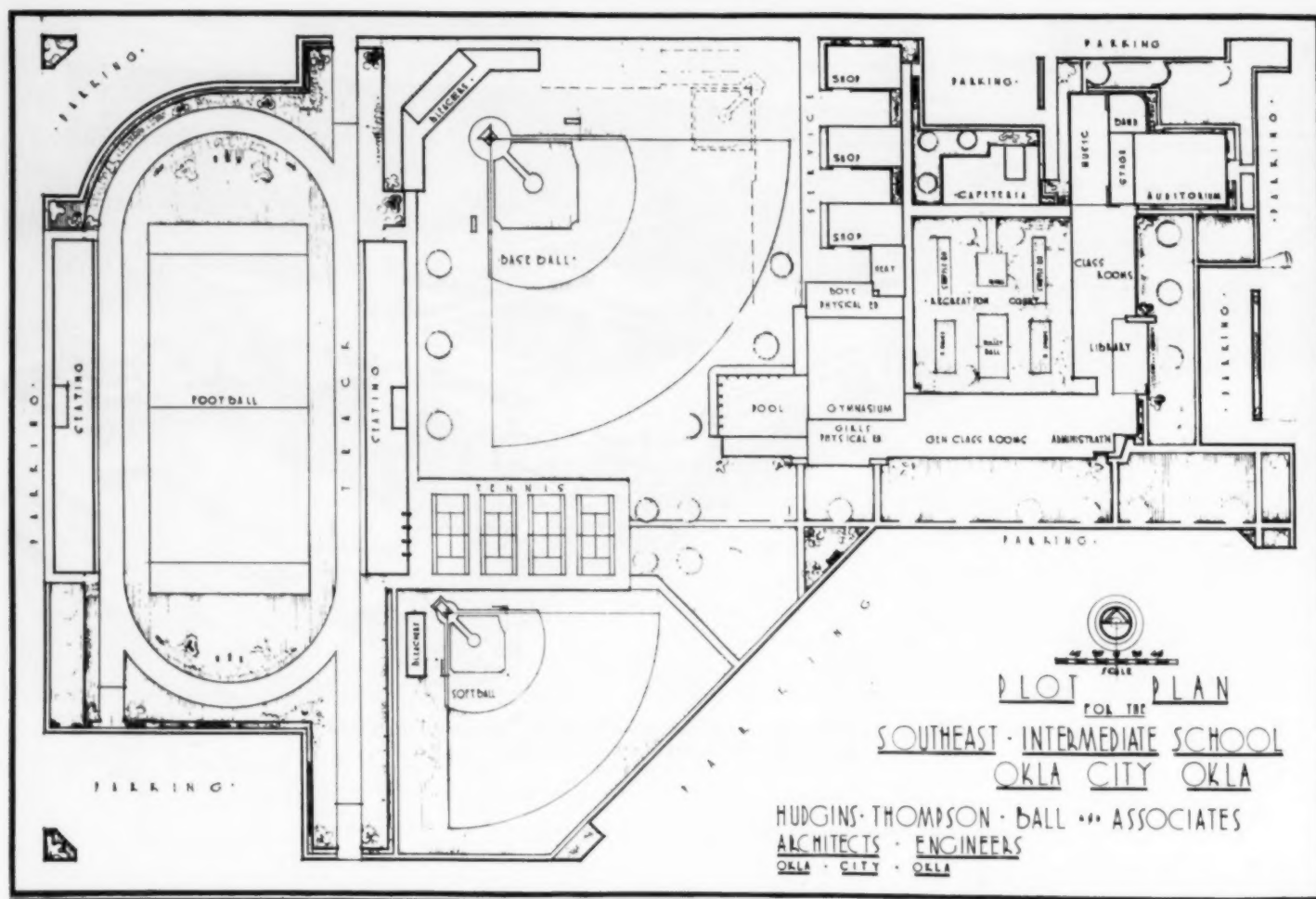
The master plan provides for adequate instructional areas to care for 800 students in the academic, shop, and other departments.











The fenestration is to consist of continuous areas of directional glass block with a narrow vision strip. The aluminum window frames are to have an overhang on the outside, eliminating direct sunlight and the consequent necessity of blinds.

The partitions between the classrooms are to be metal with solid metal lath, covered with plaster. In the toilet room areas and corridors glazed ceramic tile are to be used. Separating certain classrooms there are to be modern-fold doors opening the full width of the rooms.

The building units are to be heated separately with thermostatic control. The heating units are to be placed above the ceilings of the corridors and arranged to provide adequate ventilation for the instructional rooms. Low-pressure steam for the heat is to be provided by gas-fired boilers in a separate building.

In addition to the natural light all classrooms will have fluorescent lamps providing a minimum of 30 foot-candles on the working surface.

The furniture and built-in equipment will be a light natural finish. Chairs and tables will be fitted with cushioned glides.

The storage of pupils' wraps, books, and materials will be in full length lockers, placed in wall recesses in the corridors.

The electrical equipment will include an intercommunicating system, program clocks, chime calls, telephones, convenient wall outlets, a fire-alarm system, an emergency exit system, water-cooling equipment; duplex outlets for audio-visual aids and office machines, etc.

The administrative suite is placed near the main entrance, and includes an office for each the principal and vice-principal, with private toilets and a waiting room. The equipment includes built-in seats, a bulletin board, teachers' mail boxes, clothing hampers, a telephone booth, a master clock, a fire-resistant vault, space for the controls of the radio and public-address system, a mimeograph room, and storage for educational supplies. The guidance classrooms are temporarily located in half classrooms across the hall from the administrative suite.

### The Academic Rooms

In the design, the architects have considered the attractiveness of the several rooms, the location of windows, and the utility of built-in equipment. In all rooms the aesthetic as well as the lighting effectiveness of the various finishes have been taken into account and there is a minimum of contrast in color intensities.

The general classrooms are fitted with green chalkboards, steel-framed bulletin and tack boards, map rolls, acoustical ceilings, light-colored asphalt-tile floors, covered bases, stone window sills, picture moldings, and wall filing and bookcases.

The several departments of English, civics, science, etc., are grouped in suites.

The gymnasium may be divided into two parts by electrically controlled folding doors so that boys' and girls' classes may be carried on separately and simultaneously. The bleachers for spectators are of the folding type. The walls are finished in common brick with

glazed-tile wainscoting 7 ft. high. The ceiling is of the perforated acoustic type, with lights set flush. In cool weather the warmed air enters through registers set in the ceiling and is drawn off through ducts at the floor level. The gymnasium unit includes health offices for both sexes, showers, dressing rooms, ticket selling booth, etc.

The corridors have been planned for rapid and quiet movements of pupils between classes and departments. In strategic positions have been placed a school directory, trophy and display cases, bulletin boards, water bubblers, fire extinguishers, etc. The stairways are fitted with safety treads and turned-in handrails.

The toilet rooms are fitted with quarry-tile floors, ceramic-tile wainscoting, and plastered ceilings. The toilet fixtures are of the heavy duty school type, with wall hung receptacles, electric hand driers, in-wall containers for liquid soap, and metal toilet partitions.

The cost of the academic unit and boiler room is \$395,550, or \$12.74 per sq. ft., or 88 cents per cu. ft. The cost of this type of fire-resistive construction was not any higher than other types at the time of the bid letting. As soon as funds are available, additional units will be added. The gymnasium unit, the shops, and the cafeteria are planned as the next units to be constructed in 1950.

In planning the Southeast Secondary School, the Oklahoma City board of education has carefully taken into account possible increases in school population, expansions and changes in the administrative setup. The building is flexible without sacrificing present values.



Members of the Yokohama American School Board for the Year 1950. The best traditions of American school administration are utilized by this representative body. Seated, left to right: Mrs. J. P. Donnovin; Colonel Stephen W. Ackerman, chairman; Mrs. B. M. Leigh. Standing, left to right: Thomas C. Williamson; M/Sgt. Henry Averill; Major Gordon L. Judd. Not shown, Lt. Col. C. O. Silvers.

## Administration of Yokohama American Schools Good Example of Democracy

*Lt. Col. Lyle K. Henry\**

The American schools for dependent children of the Occupation are patterned after the better stateside schools and operate in true democratic fashion. The school board, which determines local policy, is chosen in a unique manner. Directives prescribe that the board shall consist of a minimum of three members elected by the parents of the children attending the school; and not less than two members appointed by the commanding general of the installations in which the school is located.

Yokohama American Schools consist of two elementary schools and one high school, with a total enrollment of approximately 1200 students. Each of these schools has its own Parent-Teacher Association and the officers co-ordinate their activities as a Parent-Teacher Association council on over-all matters such as school board elections. The new school board for the year 1950 was elected recently at a joint meeting of the Parent-Teacher Association of Yokohama. In this election each school

\*Liaison Officer and Superintendent, Yokohama American Schools, Yokohama, Japan.

elected one member from a slate of its own, and in addition voted on one member from a common slate for a member at large, which yielded four elected members. To balance out a board to represent different elements of the American community in Yokohama, the commanding general, Yokohama Command, appointed three additional members.

As a result of this action the board consists of three army officers, one enlisted man, wives of two army officers, and one civilian. Mr. Williamson, the civilian, was appointed as continuity member and will serve a second term. M/Sgt. Averill, who was elected, will begin his second term, having served on the board in 1948. Due to the rapid turnover of personnel a new board is elected each year.

Liaison between the local school administration and high military authority is accomplished by an officer appointed by the commanding general, Yokohama Command. The writer fills this position, and in addition has served as superintendent of Yokohama American schools since March, 1948.

All administrative personnel and teachers

in the school system are civilian personnel, with the exception of the liaison officer and military overhead which performs the duties of supply and transportation.

### HOW BIG SHALL THE EDUCATIONAL ADVISORY COMMITTEE BE?

**J. H. HULL\***

The educational advisory committee movement was given new impetus during the late war and emphasis on its importance has continued since. There was a small beginning after World War I, but the decade following 1925 brought no development in this phase of democratic school community relations.<sup>1</sup>

The question of how large these organizations, consisting of representatives of various community groups should be, depends perhaps upon the circumstances and method of organization. But as a general practice it has been found that groups larger than 40 are not practical and the trend in the majority of cases is toward smaller groups.

#### Maximum Size Recommended

Out of 44 educational advisory committees studied in 21 states, it was found that 27 or 61 per cent, had less than 40 members, and that 75 per cent had an average attendance at meetings of less than 40.

The oldest advisory committee reported upon is also the smallest having continued for thirty years with five members.

The largest had a membership of 1210, which met four times a year, and an executive committee of 15 handled much of the responsibility.

The typical committee has 20 to 30 members and 20 to 30 in attendance. This obviously is the most practical and perhaps the most ideal size group.

When it is considered that the typical meeting is of one and a half to two hours' duration, with an agenda that calls for discussion from the floor and for full and free participation of all members, it is probably desirable that the committee aim at an average attendance of 25. To maintain this attendance, it would no doubt be desirable to have 30 active members and concentrate on attempting to get at least 25 members to attend each meeting.

#### Lay and Professional Representation

The composition of the lay advisory committee was found to be typically 80 to 90 per cent laymen and about 10 per cent of and not over 20 per cent professional educators. It is seen, therefore, that the educational advisory committee is principally a lay group, but the value of trained leaders as consultants is deemed important to the group. The general practice is to develop lay leadership and to keep the professional educator in the background, but available.

Public education is "growing up" when the two-way public relations principle is beginning to be practiced, instead of merely receiving lip service, while tradition marches on as it has for some ten years or more in this phase of school administration.

\*Superintendent, Torrance Unified School District, Torrance, Calif.

<sup>1</sup>Hull, J. H., *Lay Advisory Committees to Boards of Education in the United States*, Ed.D. Dissertation University of Southern California, June, 1949.



## *The American* **School Board Journal**

William C. Bruce, Editor

### TELEVISION AND THE SCHOOLS

COMMENTATORS on the influence of television on American culture have rightfully called attention to the childish and even harmful character of many present-day programs. For the adult many of these are simply tripe; for small children and adolescents they are especially poor intellectual fare. Educationally, they are distinctly harmful to growth and a maturing attitude toward life.

Television at present is extremely wasteful of children's time, particularly during the hours when the children should be at study or should be engaged in assigned or recreational reading. The loss of home study time and the harmful effect on the development of independent study habits which should be formed as the child progresses into and through high school, are as serious for the bright child as for youngsters who have difficulty in mastering academic subjects. Even where home study is not encouraged by the school, the effect of listlessness or even negative attention to the actors on the screen is practically all bad.

With good reason it has been pointed out that the technical limitations of television contribute to the low standards and the banal character of many of the television acts. In the world of sports there is good reason to welcome the broadcasts of college football games and of professional baseball; the weekly boxing and wrestling events have not been elevating. The high costs of producing plays and the unwillingness of motion picture producers to allow the use of any but the oldest wornout films undoubtedly help make many of the programs second rate.

The present type of television has not broadened the base of our culture and has distinctly helped vulgarize the arts. As Dr. R. W. Emerson suggests in *The American Scholar*, television has to this point performed an actual disservice to our arts and culture.

School authorities will do American children a real service if they insist, as one New England principal has done, that parents strictly budget the type of programs and the television time of their offspring. Such action is necessary until such time as the stations produce artistically satisfactory and educationally significant programs. Protests by school boards and educator

groups against the present situation may speed the arrival of a better day.

### SCHOOL BOARD REORGANIZATION

THE months following the annual reorganization of the school board are frequently trying ones to both new and old members, and to the professional executives of the school system. Where the quota of new members is low and a majority of old, experienced members is retained the body is likely to function in an acceptable and orderly manner; where all but one or two members are new and inexperienced, or where a complete change has taken place, serious difficulties are quite possible.

In any extensive change of membership, the intelligence and common sense of the group must be depended upon. The hold-over members must redouble their efforts to inform and guide their associates, and to continue the local ideals of educational service to the children. Above all, the heaviest responsibility must fall upon the superintendent to educate the board in that complex of legal responsibilities and limitations, of local educational policy and program, of fiscal and school-plant situations, and of board activities and enterprises which altogether make a school system "tick." We have observed more than one school system where the superintendent not only accepted the situation as a challenge to his professional ability but where he used the opportunity to eliminate outworn administrative practices, to set up higher standards of educational service, to improve the school plant, and to develop valuable new fiscal levels.

The average citizen interested in the cause of popular education and given the responsibility of board membership, soon acquires sufficient knowledge of the ins-and-outs of a modern school system to render his service efficient and acceptable. As a product of the American school, he is also able to make his contribution to its perpetuity.

### MORE CO-OPERATION

CO-OPERATION between the home and the school is needed for success in both parental and teacher endeavors to educate the child. In spite of efforts of school executives to develop this mutual help and understanding there is on the part of some teachers a strong inclination to disrespect the home and the parent. In this connection Luigi Sturzo, a European philosopher comments:

There are teachers or directors of elementary schools, whether men or women, who have a tendency to create a dualism between the school and the family—in some cases, even to take the

place of the family. For the moment I am not concerned with merits and defects either of home or of school education. My only point is that there should be a relation neither of domination nor of opposition but one of co-operation between school and home. Where parents do not feel their educational responsibility they must be reminded of this by the school itself; so that, wherever and in the measure that this is possible, there must be established a common bond and common aims. Otherwise the pupil is bound to lose at home what he has learned at school and vice versa so long as the two centers of his surroundings oppose or contradict each other.

### DUAL SCHOOLS

THE elimination of separate schools for white and colored children in certain eastern and midwestern cities is developing new problems. Up to this point the pressure has centered on boards of education and has sought the admission of children regardless of color or race to all public schools. The new difficulties are transferred largely to principals and teachers. These must cope with the teacher-pupil and pupil-pupil relations, and with the adjustment of instruction to the individual abilities and needs of the colored and Mexican children coming from a social situation markedly different from that of their white classmates.

New administrative problems which are emerging relate to district boundaries and school organization, and the employment of colored teachers in a mixed pupil enrollment. It is feared that the latter must lose many opportunities for becoming department heads, principals, and supervisors which they had enjoyed in the separate schools.

If a city school system commits itself to a mixed plan of enrollment, it is only logical that it must take the final step in equalization and adjust attendance districts, courses, and teaching methods to a new total situation. It must offer teaching and supervisory positions to all competent applicants, colored as well as white, and it will be necessary to meet the objections of white parents and citizen groups who, while they may be willing to recognize the advisability of enrolling colored with white children, will seriously object to having a Negro teach their own youngsters. It will be necessary too to find ways of adjusting white teachers to accept supervision and direction from a colored principal or supervisor.

The movement receives no help from a recent Washington decision in which the District Court held that dual schools are unnecessary so long as the children are offered completely equal opportunity of education, identical plant facilities, equal teachers and curricula. Certainly, the problems provide a real test of sincerity concerning the equality of races which we pro-

claim as part of our democratic way of life. Haste in the manner and time of solving the problems discussed cannot be considered good school statesmanship.

### FEINBERG ANTI-COMMUNIST LAW UPHELD

THE Appellate Division of the New York State Supreme Court has held that the Feinberg loyalty law is constitutional and teachers affiliated with the Communist organizations which advocate the overthrow of the government of the United States may be discharged. Justice Heffernan, in his opinion on the teachers' litigation, pointed out that the avowed purpose of the Feinberg law was to protect the schools against the machinations of disloyal or subversive teachers.

The most important qualification of a teacher is loyalty to our government. It necessarily follows that advocacy of the overthrow of that government is disqualification.

It is a fallacy to suppose, that the state is so impotent and so helpless that it is powerless to ban from its public schools traitorous instructors who preach and teach seditious doctrines with the sinister intent of destroying the Constitution they are sworn to support.

In effect the unanimous decision of the courts sets up three legal facts:

1. No teacher need fear the loss of any civil or departmental right under the Feinberg law to a fair trial or to tenure.
2. The prime purpose of the Feinberg law—contrary to the contentions of many of its critics—is to dismiss disloyal or traitorous teachers, not to infringe upon freedom of speech.
3. The state has a right to protect itself against teachers who by their affiliations or activities are proved to be working for the overthrow of the government.

### THE COMMUNITY HELPED

THE interest and sympathy for the schools in a number of midwestern communities was shown in a practical way during the coal strike in January and February.

In Evansville, Ind., numerous offers of fuel were received by the school authorities. Supt. Ralph Becker relates the facts in the Evansville Public Schools Bulletin:

Convincing proof of the genuine interest people have in schools was furnished during the recent coal shortage. When it became obvious that the schools would not be able to remain open if they depended upon the coal that the contract supplier could furnish the schools, several other coal companies, local industries, and the civil city offered to help supply the schools with coal in order that it would not be necessary for them to close. If it had not been for the coal received by accepting some of these offers, the schools would have had to close.

If the coal strike had continued, it is probable that our schools could have remained open indefinitely by accepting all offers which had been made. The Evansville public schools are indeed appreciative of the help given them by the various companies and wish to express their thanks publicly. Although the end of the emergency made it unnecessary to accept some of the offers which were received, it is indeed gratifying to know that our community places such a high importance on an uninterrupted school program.

### "All Aboard"

## National Association Charts Future in Dramatic Annual Convention

Edward M. Tuttle

The recent Annual Convention of the National School Boards Association in Atlantic City marked a turning point in the life of the organization.

Registered delegates and representative school board members from 30 states returned home with the feeling that they had participated in an historic meeting at which the character and strength of the association in the years to come were definitely projected. They returned also with an enthusiasm and zeal born of the unity of purpose that the meeting revealed, and the promise it gave of real accomplishment in the future in behalf of American public education.

No group could have worked harder or with greater devotion. The delegates realized that the situation was critical, that if the N.S.B.A. was to grow and function as they wanted it to, more substantial foundations of structure and support had to be laid during the two days of this convention. Primarily involved were a determination of the type of organization the N.S.B.A. should be, the adoption of a financial formula which all could support, and the revision of the constitution and by-laws to incorporate the agreements reached in order that they might become immediately operative.

### Getting Under Way

Delegates and members began arriving in Atlantic City on Thursday, February 23, and by noon on Friday a majority of them had registered and were ready for the opening session which convened in the Music Room of the Chalfonte Hotel at 1:30 p.m.

J. Paul Elliott of Los Angeles, president of the N.S.B.A., was in the chair, assisted by the second vice-president, E. E. Clark of Illinois. Following the Salute to the Flag and an Invocation offered by F. H. Trotter of Chattanooga, president of the Tennessee School Boards Association, the group was welcomed by Hugh L. Wathen, a member of the Atlantic City Board of Education. The officers and executive board of the association were then introduced, and a roll call of the delegates and members by states was taken. In this way the group began to get personally acquainted and to appreciate the scope of its representation.

Mr. Elliott gave the President's address, in the course of which he emphasized the great need for a united school program. "It is high time that constructive criticism of public education in America be recognized and that we do something about it," said Mr. Elliott. "However, it is too late, in this time of tension in world affairs, to permit our public schools to be undermined by careless and unintelligent criticism. If there is one thing of

greater importance than anything else, it is that the American people have confidence in their public schools. The National School Boards Association and its affiliated state associations of school board members are determined that constructive criticism shall be used as a vehicle to strengthen our schools, but that we shall rise up and challenge and fight with all the vigor that is in us, destructive and unwarranted criticism of one of the greatest institutions yet known to man, the public schools of America."

The report of the executive secretary, Edward M. Tuttle, which followed Mr. Elliott's address, revealed his activities since he took over the work of the association on a full-time basis on May 1, 1949. Readers of these articles in past months know how a head-quarter's office was established at 450 East Ohio Street, Chicago, 11, Ill., with the help of Northwestern University and the co-operation of many friends. They know something of the personal contacts that have been made in many states and with numerous organizations on a national scale. Mr. Tuttle's report to the convention revealed that he had visited a total of 22 states, in 14 of which he had attended meetings of state school boards associations. It revealed the establishment of co-operative working relationships with such important groups as the A.A.S.A., the Association for Supervision and Curriculum Development, the Citizens Federal Committee on Education, the National Citizens Commission for the Public Schools, the N.E.A., the National Conference of Professors of Educational Administration, the National Council of Chief State School Officers, the U.S. Office of Education, and others. It told of the increasingly important correspondence reaching the national office, of the materials and releases sent to the presidents and secretaries of the 40 existing state associations for use in their state journals and bulletins, and of the co-operation extended by the editors and publishers of SCHOOL BOARD JOURNAL in furnishing space for a monthly article on association activities. It referred to the exhibit of state association letterheads, programs, and publications which was to be seen in the gallery outside the Music Room, and which was studied by the attending board members at every intermission. Mr. Tuttle concluded with the following words: "The future of the National School Boards Association is in the hands of this meeting. Let us resolve that before we leave Atlantic City we shall have laid firm and enduring foundations on which to build. We have here a great movement in the making, a basic and controlling factor in that great instrument of American democracy, public education."



A report from the treasurer, Robert M. Cole of Illinois, showed receipts during the year of \$3,293.15 added to the reserve of \$3,757.37 on hand a year ago, against which expenses of \$4,676.35 had been levied, leaving a balance on February 20, 1950 of \$2,374.17.

### Down to Business

With the background afforded by the reports of the officers the delegates set themselves to planning the future course of the association. Short talks presented alternative patterns of development in three areas: (1) by O. H. Roberts, Jr., president of the Indiana School Boards Association, as to what type of organization the N.S.B.A. should become; (2) by Robert M. Cole, executive director of the Illinois Association of School Boards, as to what services it should prepare to render; and (3) by Everett R. Dyer, executive secretary of the New York State School Boards Association, Inc., as to what method of financial support might be adopted to insure an adequate budget.

There was practically unanimity of agreement that the National School Boards Association should be a federation of state associations rather than an organization embracing memberships by local boards. It was recognized that since public education is legally a state function, state school board associations are in the better position to serve the needs of local boards. It was further agreed that the immediate services of the national association should be twofold: (1) to assist the several state associations to grow in strength and service by acting as a medium of exchange for ideas and information; and (2) to represent the school-board viewpoint in national conferences and councils on public education—in short, to give school boards a voice in educational policy making and public relations on the national level which heretofore they have not had.

At this point the afternoon session adjourned to meet again at 7:30 in the evening.

### Finance—A Seeming Impasse

The evening session opened with second vice-president E. E. Clark, in the chair, and an inspirational address by Dr. Herold C. Hunt, superintendent of schools of Chicago, entitled "Raising Our Professional Horizon," in the course of which he said, "Our horizons can be raised by bringing about a reaffirmation of faith in the ideals which have given birth to our American Republic, the purpose of which is served by public education; by a re-evaluation and re-appraisal of the purposes and principles and objectives of education today; by agreement on the part of school boards and school administrators and the community that there are certain objectives to which we can give unanimity of support and effort. Finally, there attaches to this entire program an essence of the spirit of personal evangelism. If we do not feel this as school board members, if we do not feel this as school administrators, then the cause itself is not being served. The awareness of your responsibility should send you back to your communities determined to do a better job, appreciative that only through unity, such as your national association affords, can that job adequately be done. It is a tremendous order, but it is the hope of our America."

Immediately thereafter the convention settled to a consideration of the tough prob-

Sometimes problems and difficulties appear to be insurmountable—in our personal lives, in our business affairs, in our efforts at public service. Yet over and over again it has been proved that a resolute facing of a problem, with the will and determination to solve it, leads directly to its solution. There is great encouragement in the quotation above, which says, in effect, that no problem we are called upon to face is beyond our power to meet, if we will but rise to the test. For individuals and for organizations, including school boards, each test, met with courage and skill, gives added strength for the next. Thus we grow in ability to accomplish the seemingly impossible. — E. M. T.

lem of finance, with Robert Gustafson, president of the Colorado Association of School Boards, presiding and Mr. Clark leading the discussion. Everett Dyer, at the conclusion of his presentation of financial alternatives in the afternoon, had furnished each person with a copy of a proposed financial schedule based on the total expenditures for public day schools in each state as reported by the U.S. Office of Education. It was suggested that a rate of from \$5 to \$10 per million dollars of expenditures be adopted to be levied against each state school boards association for dues to the National School Boards Association.

Discussion was earnest and prolonged. There were serious fears expressed that even a \$5 rate, though hardly assuring an adequate national budget, resulted in state dues that could not be met by some state associations in their present circumstances. If such a schedule were adopted, those states could see no alternative but to drop their affiliation with the N.S.B.A. at least for the time being. No one wanted this to happen, for all had been inspired during the afternoon to learn that state memberships in the national association had grown from 19 to 32 during 1949, and that there was a steadily increasing interest in the movement. All kinds of ideas were advanced, argued, and rejected, and at 11 p.m. a weary convention adjourned without having found a solution to its most pressing problem.

### The Solution—Born of Necessity

Into the wee small hours of Saturday morning, a group of N.S.B.A. officers and members of the committee on the Revision of the Constitution and By-Laws worked to discover some compromise formula that could be equitably distributed among the state associations, and that would ultimately provide for the needs of the national association, without forcing states unable to meet their dues to withdraw.

The happy suggestion was finally made that the schedule of dues to be adopted be looked upon by each state, not as a compulsory assessment, but as a goal toward which it should strive to the measure of its ability. Further, that full membership privileges in the Association should be accorded a state upon the annual payment of the first \$100 of its scheduled goal. It was felt that this

would enable every state association to maintain its membership without undue strain, and that it would place upon each state the responsibility for determining when and to what extent its goal could more fully or completely be met. It was finally suggested that a rate of \$7, instead of \$5, be used in determining the goals, since this would provide an ultimate potential national budget of some \$23,500, or about what most delegates felt would be needed to do an adequate piece of work.

When, on Saturday afternoon, the Committee on Revision of the Constitution and By-Laws presented the above suggestions in formal language, they met with general approval mixed with genuine relief. After some clarifying discussion, but without essential modification, the plan was adopted as a section of the bylaws on "Fiscal Year and Membership Dues," reading as follows:

1. *Fiscal Year:* The fiscal year of the National School Boards Association shall be from July 1 to June 30.

2. *Dues of Voting Members:* State School Board Associations which wish to become or continue as voting members of the National School Boards Association shall pay annual dues based, pro rata, upon the total expenditures for public day schools in each state, as reported periodically by the U. S. Office of Education. The schedule of dues shall be computed as follows:

a) The goal for each state shall be computed by multiplying the sum of \$7 by the number of millions of dollars (to the nearest million) of such public day school expenditures in each state, as set forth in the latest reported schedule of expenditures.

b) When any state association shall have paid \$100 of its goal, it shall become a member in good standing, with all the rights and privileges incident thereto.

c) State associations shall be charged with the responsibility of paying as large a proportion of the difference between the sum of \$100 and the total amount of their goal as their officers, directors, and membership consider possible, giving due consideration to the current financial condition of their association and to the needs of the National School Boards Association.

d) Each member association shall pay one half (½) of the amount called for on the schedule under a, b, and c, above for the period from January 1, 1950, to June 30, 1950, and shall pay the full amount during the next fiscal year.

(Comment: It was understood in the Convention discussion, but not written into the bylaws, that no arrearage should accumulate or be charged to a state association member from one fiscal year to the next.)

### Other Activities of the Convention

In addition to working on its own problems, the N.S.B.A. Convention enjoyed on Saturday a number of presentations on educational topics of timely interest. One panel of three discussed "The Relation of Local, State, and Federal Governments to the Public Schools." W. A. Shannon, executive secretary of the Tennessee School Boards Association, said concerning local government relationships that "local control makes the American school system different from that of every other country."

L. F. Echelbarger, president of the Washington State School Directors' Association, referred to the state government as bearing legal responsibility for the system of public education, and pointed out that school boards are really state bodies, appointed and serving locally.

(Concluded on page 58)

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(Concluded from page 56)

Dr. Edgar Fuller, executive secretary of the National Council of Chief State School Officers, spoke of the balance which should be maintained between local, state, and federal relationships in education, and emphasized the need for a National Board of Education made up of prominent lay citizens, which should have power to appoint a qualified professional Commissioner of Education to administer a U.S. Office of Education independent of partisan, political affiliations. Said he, in conclusion, "The Federal Government has a responsibility to serve education as a state function, rather than to operate or control education. It should facilitate the development and carry forward the ideals of the great system of public education already developed by the states and local school districts."

Three other speakers dealt with "Some Aspects of School Board Policy Making." These included a talk by Grant L. Stowell, president of the Idaho State Trustees Association, on "The Acquisition and Use of Land for Educational Purposes," who urged that school boards "should acquire, wherever possible, all the additional land a school district can afford, for educational purposes."

Earle D. Baker, a member of the Los Angeles Board of Education, spoke on "The Community Use of School Buildings and Facilities," pointing out that "while no school board member would rightfully object to the use of schools by qualified outside groups, boards of education throughout the land are sorely pressed to find sufficient funds with which to carry on this very expensive and worth-while activity."

Dr. Fred W. Hosler, superintendent of schools at Oklahoma City, presented with great frankness the pros and cons of "Salary Schedules for Teachers," and was eagerly questioned by the attending delegates. Dr. Hosler advocated that "In building salary schedules it is essential to take into consideration the minimums and maximums geared to living costs in the community, the proper number of steps, provision for master-teacher compensation beyond the mandated maximum, and turn-over and age of faculty."

A fine talk on "The School Board's Responsibility for the Educational Plant" was given by Warren T. White, superintendent of schools at Dallas, Tex., incoming president of the American Association of School Administrators, and chairman of the 1949 Yearbook Committee of the A.A.S.A. on "American School Buildings." Superintendent White said: "A school board inaugurating a building program should take time for the teaching and custodial staff, the children and people at large, to advise with them or the staff in regard to needs before getting into detailed planning. Then the administration and the architects can develop plans that are usable and favorable to the children and the teachers."

### Enjoyable Banquet Concludes Convention

Some 120 school board members and friends from all parts of the United States sat down together for the annual banquet on Saturday evening. This is twice as many as have ever attended the dinner in previous years. An interesting program of songs was offered by the Atlantic City High School Choir under the direction of Miss Elsie C. Mecaskie. Honored guests at the banquet included



1950 Convention Officers of National School Boards Association  
Standing (left to right): E. E. Clark, Robert M. Cole, and E. M. Tuttle.  
Seated: J. Paul Elliott and Dr. Ray K. Daily.

William C. Bruce, editor of the SCHOOL BOARD JOURNAL, Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools, and Dr. Eugene S. Lawler, Professor of Education at Northwestern University. Each of these gentlemen spoke briefly after being introduced by President Elliott as a particular friend of the N.S.B.A.

The address of the evening was given by Dr. Edgar L. Morphet, Professor of Education at the University of California at Berkeley, on the topic "Co-operation as a Key to Better Schools." Dr. Morphet has had wide experience in many states with movements for the improvement of public education involving citizen co-operation and participation, and his remarks were listened to with keen appreciation. He summed up in this fashion: "We can no longer afford to assume that the superintendent can set up his own ideas which the board is to adopt, or that the board and the superintendent can plan a program which the people will approve. The people generally must have a part in planning this program and when they do, it will become *their* program, and they will be in a position to give it their maximum support."

### N.S.B.A. Officers for 1950

A final item of business at the conclusion of the banquet was the report of the nominating committee presented by its chairman, Dr. Calvin Grieder, executive secretary of the Colorado Association of School Boards. Officers nominated and elected for the ensuing year were: president, J. Paul Elliott, Los Angeles, Calif.; first vice-president, E. E. Clark, Naperville, Ill.; second vice-president, F. H. Trotter, Chattanooga, Tenn.; treasurer, Robert M. Cole, Springfield, Ill.; and six directors—Myron W. Clark, Stewardville, Minn., Dr. Ray K.

Daily, Houston, Tex., L. F. Echelbarger, Alderwood Manor, Wash., Robert Gustafson, Grand Junction, Colo., Clifton B. Smith, Freeport, N. Y., and J. G. Straton, Clinton, Okla. These, together with the immediate past president, Dr. D. J. Rose, Goldsboro, N. C., make up the executive committee of the National School Boards Association. Ex officio members of the committee, without vote, include the two honorary past presidents, Mrs. I. E. Porter, Bakersfield, Calif., and Arthur J. Crowley, Hastings on Hudson, N. Y., and the executive secretary, Edward M. Tuttle, Chicago, Ill.

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### HOLD EDUCATIONAL FORUM AT BRIDGEPORT, PENNSYLVANIA

The public schools of the Upper Merion School District, Bridgeport, Pa., under the direction of Warren H. Cocklin, superintendent of schools, held an educational forum during the week of February 10. Groups of pupils in the seventh to the ninth grades participated in the panel and a member of the faculty acted as moderator. The subject for discussion was, "What the pupil desires from the school," and 12 pupils took part.

The meeting was entirely successful and the pupils used good judgment in offering criticisms that were constructive. In some cases a sense of humor was introduced which kept the meeting on a pleasant level. Five of the board members were present and all believed that constructive suggestions were offered to aid in improving the schools. Mr. Cocklin performed an outstanding job in directing the panel discussion and he enjoyed the full co-operation and assistance of his faculty. While the forum could have done a lot of harm, the school authorities and the faculty feel that it was a splendid job and one that would redound to the benefit of the schools.



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#### School Lands and Funds

Where some school districts which do not qualify for equalization quotas under the Illinois statute making common school funds available for the several school districts, would receive less funds than in the previous year, the court would not sustain a construction at variance with the plain meaning of the statutory language notwithstanding that the legislature had substantially increased the appropriation for state aid to schools. *Smith-Hurd statutes*, c. 122, § 18—1 *et*

*seq.*—*People ex rel. Carruthers v. Cooper*, 89 *Northeastern reporter* 2d 40, 404 Ill. 395.

#### School District Government

Michigan school districts and school officers have only such powers as the statutes expressly or impliedly grant to them.—*Foster v. Board of Education of School Dist. No. 10*, Delta Tp., 40 *Northwestern reporter* 2d 310, 326 Mich. 272.

#### School District Property

A county board of education in Tennessee is a county government entity exercising a "governmental function" in the operation and maintenance of schools of the county.—*Reed v. Rhea County*, 225 *Southwestern reporter* 2d 49, Tenn.

A school board, through the principals or teachers, is expected to take reasonable precautions and care to avoid injury to students, but the board is not an insurer of lives or safety

of the children.—*Whitfield v. East Baton Rouge Parish School Board*, 43 *Southern reporter* 2d 47, La. App.

A Tennessee governmental entity exercising a governmental function is ordinarily not to be held liable in a private action for neglect to perform its duties, for acts done while engaged in the performance of such duties, or because they were not performed in a manner most conducive to the safety of employees or the public, unless such liability is expressly fixed by the statute, and such rule applies to the operation and maintenance of public schools.—*Reed v. Rhea County*, 225 *Southwestern reporter* 2d 49, Tenn.

A natural drainage ditch bordering the school grounds was not an "inherently dangerous thing," so as to render the school board liable for the drowning of a student on the ground that the board was negligent in the erection of a school so near the drainage ditch. La. Civ. Code, art. 2315; La. act No. 188 of 1946.—*Whitfield v. East Baton Rouge Parish School Board*, 43 *Southern reporter* 2d 47, La. App.

#### School District Taxation

When a tax is levied upon all property in a city for public use such as schools, support of the poor, for police and fire protection, for health and sanitation, for waterworks and the like, the tax need not bear a just relationship to the benefits received, and it is constitutionally sufficient if the tax is uniform and for public purposes in which the whole city has an interest.—*Morton Salt Co. v. City of South Hutchinson*, 177 F. 2d 889, Kans.

Where a proposition on a ballot submitted to the voters involved the issuance of bonds to provide for an additional school building and to acquire land therefor, and the second proposition involved an increase of the tax limitation to retire the bonds when due, and both propositions were submitted separately and at one and the same election, the second proposition did not involve the "direct expenditure of public money" within the provision of the constitution requiring the submission of such a question only to the electors having property assessable for taxation, and the propositions were properly submitted to the general voters. Mich. comp. laws of 1948, § 211.203 (c); Mich. const. 1908, art. 3, § 1, 4.—*Foster v. Board of Education of School Dist. No. 10*, Delta Tp., 40 *Northwestern reporter* 2d 310, 326 Mich. 272.

#### Teachers

A notice to a teacher that her contract will not be renewed for the ensuing year need not be in a form prescribed by the state board of education and is sufficient if it merely informs the teacher that the contract will not be renewed. *Burns' ann. st.* § 28-4321.—*State ex rel. Sights v. Edwards*, 89 *Northeastern reporter* 2d 443, Ind.

A New York State statute providing for the elimination of subversive persons from the public school system, and directing the Board of Regents, after inquiry and after such notice and hearing as may be appropriate, to make a listing of the organizations which it finds to be subversive, and requiring the Board of Regents to provide that membership in any such organization shall constitute prima facie evidence of disqualification for appointment to or retention in any office or position in the public schools, fails to meet the minimum standards of fairness required of administrative proceedings, provides for guilt by association, and is a denial of due process. U.S.C.A. const. amend. 14: const. N. Y., art. 1, § 1 *et seq.*; N. Y. education law, §§ 3021, 3022; N. Y. laws of 1949, c. 360, § 1.—*Thompson v. Wallin*, 93 N.Y.S. 2d 274, 196 Misc. 686. N.Y. Sup.

The power of a local board of education to make, alter, amend, and repeal a salary schedule, is vested in each board so as to permit adjustments as appropriations and other circumstances dictate from year to year.—*Federbush v. Board of Education of Borough of Carteret, Middlesex County*, 70 *Atlantic reporter* 2d 88, 6 N.J. Super. 71.

## SCHOOL FINANCE AND TAXATION

### SCHOOL BONDS

► Fayetteville, Ark. Bonds in the amount of \$821,758 have been sold to a Chicago trust company, the proceeds to be used for a new high school and other building improvements. The bonds brought an interest rate of 2.2564, which amounts to par at 2¾ interest, plus a premium of \$50,976. The bonds will cover a 20-year period.

► South Bend, Ind. Bonds totaling \$775,000 for the financing of the Perley school have been sold to Halsey, Stuart and Company, Chicago, and the City Securities Corporation, Indianapolis, by the South Bend school board. Bearing an average maturity period of three years, 11 months, the bonds were purchased by a joint bid of a one per cent coupon rate for a \$145 premium. The net rate is .0995 per cent.

► Ysleta, Tex. An overwhelming majority vote was registered by the voters for a bond issue of \$1,000,000 to provide additional school facilities at five Valley schools.

► Gretna, La. The Jefferson parish school board has sold to Scharff & Jones Co., New Orleans, the first installment of its \$5,500,000 bond issue.

► Duluth, Minn. School bonds totaling \$2,400,000 have been awarded to a syndicate headed by J. P. Morgan & Co., Inc., at a bid of 1.04 per cent interest for a 1.10 per cent coupon.

► Parma, Ohio. Parma City School District has sold \$900,000 in bonds to Fields, Richards & Co., Cincinnati, Ohio. The winning bid for the bonds, which mature December 1, 1951-65, named a price of 101.15 for a 2½ per cent coupon.

► Brownsville, Tex. Rauscher, Price & Co., Inc., and associates, purchased \$750,000 in school bonds from the Independent School District at a net interest cost of 2.7769 per cent for a combination of 3s and 2s. The bonds mature February 1, 1951-80.

► Assemblyman Philip J. Schupler, of Brooklyn, N. Y., has proposed a \$600,000,000 bond issue for school construction in New York state. The proposed measure would earmark half of the fund for New York City and the other half for the rest of the state.

► Canon City, Colo. The school board has begun plans for an extensive building program. The board has sold \$600,000 worth of school bonds to the Boettcher Co., Denver, at a net interest rate of 1.914 per cent.

► Newton, N. C. The voters in Catawba County recently approved a bond issue of \$3,500,000 for new school facilities. Of the total, the Newton-Conover school systems will be allotted more than \$600,000 as their share for new school construction. In addition, the state has allotted \$105,000 as additional money for school building purposes. This money will be used to erect an elementary school, two vocational buildings, a gymnasium for the colored school, and additional classrooms for existing buildings. Preliminary plans for these buildings have been prepared by the architect and construction work is expected to start in the early spring.

► The Celina Exempted Village School District, at Celina, Ohio, has approved a bond issue of \$975,000 for the construction of an elementary school building.

► Glens Falls, N. Y. The voters of the school district have approved a bond issue of \$2,125,000 for the erection of a senior high school. Bids will shortly be called and construction work will be started immediately.

► Toledo, Ohio. The voters have approved a building and improvement tax levy which will supply \$6,000,000 over a five-year period, for modernization and expansion of district schools, writes Superintendent E. L. Bowsher. The program calls for construction of at least three elementary buildings, \$500,000 additions to two high schools, and additional classrooms to nine

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elementary schools. New lighting will be installed in all schools, and outmoded equipment replaced. No bonds have been issued.

► The Grossmont Union High School District, San Diego, Calif., has sold \$1,409,000 in bonds to the National City Bank of New York and associates, at a net interest cost of 2.2779 per cent for a combination of 5s., 2¼s., and 1s. The bonds mature March 30, 1951-70.

► The Portland, Ore., school board has adopted a budget of \$12,746,544 for the school year 1950-51, which includes \$2,660,000 which the board asked the voters to approve last May. The total budget exceeds by \$650,000 the \$12,098,786 adopted in 1949 for general operation of the schools. About 80 per cent, or \$10,050,711 was set aside for teachers' salaries in 1950 and retirement funds.

### SCHOOL BUILDING CONSTRUCTION

During the month of March, 1950, contracts

were let for 4 school buildings in 11 states west of the Rocky Mountains, at a cost of \$996,060. Projects in the number of 52 were reported in preliminary stages, at an estimated cost of \$21,408,443.

### FEDERAL AID DEFERRED

The Senate Bill for federal aid to education was killed so far as the 81st Congress is concerned, on March 14 when the House Committee on Education and Labor refused to report out by a vote of 13 to 12.

The administration bill, as passed by the senate, would have authorized the expenditure of 300 million dollars annually for distribution among the states in developing elementary and secondary schools.

The Committee on March 15 agreed to take up on April 13 a bill intended to provide 300 million dollars aid to teachers' salaries.



# announcing

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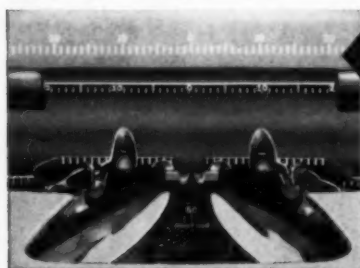
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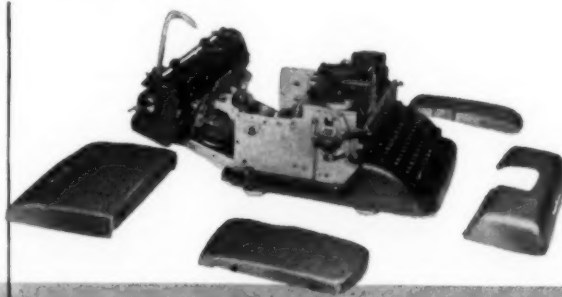
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## SCHOOL ADMINISTRATION NEWS

### PARENTS VOICE OPINIONS

To discover the attitude of the community toward school administration in Athens, Pa., a 12-page questionnaire has been sent to parents, writes Richard H. Bartholomew, supervising principal of schools, and ninety per cent of the questionnaires have been returned.

Among the questions asked were these pertaining to school building and equipment:

"Do . . . good schools, attractive school buildings, and well-kept equipment and grounds help increase the value of property in your com-

munity?" Answer: yes, 90.9 per cent; no, 3.7 per cent; not sure, 5.4 per cent.

"Do you think that . . . better schools would . . . mean a better life for you and your family?"

"Does more learning usually mean more earning?" Answer: yes, 91.9 per cent; no, 3.7 per cent; can't decide, 4.4 per cent.

"Do you think that teachers could do a better job of teaching if schools had more and better equipment and supplies?" Answer: yes, 81.3 per cent; no, 4.9 per cent; uncertain, 13.8 per cent.

Included in the queries on school administration and school news were these:

"Should schools prepare students for a definite job, or . . . teach . . . such subjects as will . . . fit into whatever job appeals and offers employment. . . ?" Answer: to prepare students for a specific job, 13.1 per cent; to learn general skills, 86.9 per cent.

" . . . Should (the schools) spend more on their

program of health education?" Answer: yes, 68.6 per cent; no, 25.3 per cent; don't care, 6.1 per cent.

" . . . Are today's newspapers telling you what you want to know about your schools?" Answer: yes, 17.9 per cent; no, 25 per cent; pretty well, 57 per cent.

Relating to the problem of discipline, parents were asked whether they approved the use of the old-fashioned hickory stick and dunce cap, or preferred the development in the child of responsibility and respect for the rights of others. Replies found 93.8 per cent in favor of the latter method, 1.6 per cent for the hickory stick, and 4.6 per cent who "don't care."

### BEDFORD PROGRAM FOR SPECIAL SERVICES

The school board of Bedford, Ohio, at the suggestion of Supt. Ralph M. Gantz, has approved a continuing program of special services to pupils in the lower and upper ranges of intelligence. The program involves special teacher aid for slow learners and gifted children. The purpose of the program is to co-ordinate the existing classroom procedures with additional teaching personnel. A new program of psychological services has been developed and is being introduced throughout the school system. A visiting teacher has been employed as an additional school service.

### ORGANIZE SAFETY PATROLS

The school board of Oberlin, Ohio, has established a safety patrol, a co-operative project including the schools, the city, and the local automobile club. The schools select the boys and excuse them for the necessary time. The police department trains the boys and allows them to work as their assistants, and the city pays the boys. The equipment, including uniforms, signs, etc., is furnished by the automobile club.

Supt. C. E. Wigton also reports that the board has introduced so-called field trips on safety and driver education. In co-operation with the sheriff, foremen, and local police, 85 pupils who had or were about to obtain driver's licenses, were taken to the scene of an accident. The officials described the details of the accident, the pupils looked at the wrecked cars, and lectures were given on careless driving and the seriousness of accidents. The trip was considered very effective in driving home the necessity for safe driving.

### TELEVISION AFFECTS EDUCATION?

School authorities at Burdick Junior High School, Stamford, Conn., have planned to take a closer look at students' scholastic records, after a survey showed they spend nearly as much time watching television as attending classes.

A survey of 447 children, in ages ranging from 11 to 15, has disclosed that only 21 per cent do not see television programs regularly. The average time spent viewing was nearly four hours a day, a total of 25 hours a week, which is only 55 minutes less than the time spent in classes. The majority of the students denied that television interferes with homework and maintained that they read just as much as formerly. In listing television programs, the pupils put feature films first and quiz shows and news programs last.

Principal Joseph J. Franchina said the next step will be to determine if there is any correlation between the scholastic record and the time spent with television.

### POOL BOOK MONEY

The Mount Zion, Ill., Community Schools have put into operation a plan whereby the 13 primary teachers, who each had been allotted \$25 per year for books, pooled their money to organize a small library. Whereas previously a teacher was limited to two sets of supplementary readers, he now has access to ten sets for each of the first three grades. He can easily select books—which deal with health, science, and social studies—according to the needs of the individual pupil. The library, valued at \$500, is shelved in Superintendent Clyde C. Corn's office.

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IMPROVE ACCURACY OF

*School Hearing Tests*

AN IMPORTANT NEW METHOD of conducting fast, yet extremely accurate hearing tests among groups of 20, 30 or even 40 school children *simultaneously*, has been devised to overcome the most disturbing impediment to satisfactory school hearing test programs.

Since 1925, almost every attempt to screen out hearing defects through group tests has been handicapped in one of two ways:

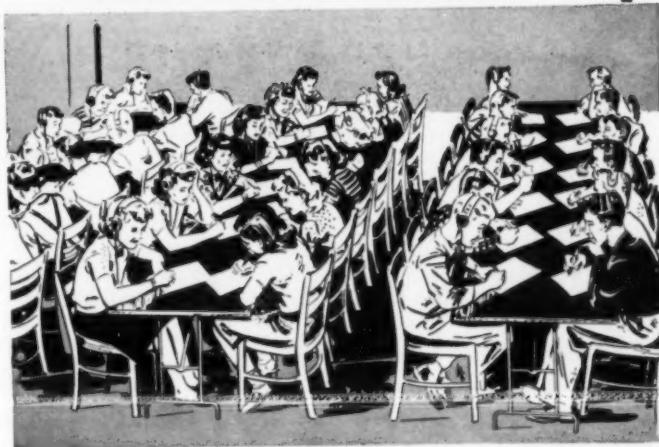
EITHER CHILDREN WITH DEFECTIVE HEARING IN THE HIGH TONES WERE MISSED BECAUSE THEY CORRECTLY GUESSED DIGITS SOLELY FROM THE KEY VOWEL SOUNDS

OR,

CHILDREN WHO WERE "NUMBERS SLOW" WERE INCORRECTLY CLASSIFIED AS HAVING IMPAIRED HEARING.

As a result, individual pure-tone tests became the only effective means of detecting all true losses. However, the value of this accuracy gained has often been questioned in the light of both costs and the time consumed in such a program.

Now, a new method (called the "Massachusetts Hearing Test") has combined the precision, accuracy and qualitative analysis of individual testing pure-tone audiometers with the mass testing convenience of group audiometric equipment.



P. W. Johnston of the Massachusetts Department of Health states that "Forty children can be tested with this method (the Massachusetts Hearing Test) and all papers graded in approximately 17 minutes." Scientific retests by pure-tone individually proved the accuracy of the first sweep tests.

In his tests, Johnston utilized Maico RS group audiometric equipment (A.M.A. accepted) or other group audiometric equipment on hand in conjunction with the Maico D-8 (portable) or D-9 (table) model individual pure-tone audiometers (both A.M.A. accepted).

Write for further information on how this new test methodology using standard A.M.A. accepted Maico audiometric equipment can increase the speed and effectiveness of the hearing test program in your school or school system.



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### SCHOOL ADMINISTRATION NEWS

#### BABY SITTERS COUNSELED

Suggestions for baby sitters have been developed by the counseling department of the Minneapolis, Minn., public schools and distributed to all pupils interested in such employment, writes Margaret E. Andrews, Consultant in Work Experience and Placement. Miss Andrews adds that although the school accepts calls for sitters and keeps a file of sitters, the call is referred to the parent of each girl. It is then the responsibility of the parent to investigate the home and to determine the duties involved. Seven points to be considered were listed: (1) working hours; (2) duties: both children and household; (3) pay per hour: average, 35-50 cents per hour; (4) conduct concerning entertainment: i.e., friends, radio, television, eating, or sleeping; (5) supplies and equipment to be used: children's clothes, first-aid supplies, telephone, door locks, heating equipment; (6) what to do in an emergency, where to reach employer or near-by friend or relative; (7) method of getting home.

Girls have been warned against advertising or answering blind ads for sitting jobs. Instead of employing those means, the girls are advised to contact friends, relatives, and neighbors, and if over 14, to register for baby sitting with the school counselor.

#### SCHOOL ADMINISTRATION NEWS

► Peterborough, N. H. Supt. Lester A. Badger reports that a visual-aids center has been established in the supervisory union, which is making use of the voluntary services of teachers. All film strips and slides owned by the schools are deposited in the center and are made available

to the schools on a free exchange basis. The film strips are purchased according to schedule to avoid unnecessary duplication.

► On February 22, 49 schools in eight Illinois communities were closed because of the coal shortage, which caused some 28,000 pupils to lose time from their studies. In addition to schools closed, the universities and state teachers' colleges were also ordered closed for lack of coal. The closings followed a plea of Governor Stevenson to close all schools in order to conserve fuel for necessary purposes and to keep families from suffering.

► The school board of Portland, Ore., has appointed a social and recreational co-ordinator for the high schools for the purpose of increasing the effectiveness of the high school club and organizational program. The new plan is part of the board's effort to combat secret societies.

► Altoona, Pa. The administrative and supervisory staffs of the city schools have been re-organized, with the appointment of Miss Clara E. Cockerille as assistant superintendent in charge of the instructional program. A new department to be called special services has been created, with Chester S. Eastep as director. This department will include the psychologist, the speech correctionist, the attendance supervisor, the visual-aids supervisor, nurses and dental hygienists.

► Altoona, Pa. Two important studies concerning the three R's are being carried out in the public schools during the school year 1949-50. Twelve teachers of the elementary school staff have begun a study of instruction in reading, spelling, handwriting, and arithmetic in an effort to discover the present strengths and weaknesses and to plan a program to eliminate the faults.

A second study is being made by seventh-grade teachers of the proposed state curriculum. The program has been arranged because of the curriculum-revision program now being conducted by the State Department of Education, under the direction of Paul A. Zetler, director of secondary education.

► The teachers of Mansfield, Ohio, under the leadership of the Council of English Teachers and the approval of Supt. William L. Miller, have developed a course of study in English for grades one through twelve. The most important activity of these groups was an audio and visual institute, held in March, with the assistance of Dr. Norman Woelfel, Dr. I. Kieth Taylor, and Dr. Edgar Dale of Ohio State University.

► Mansfield, Ohio. A number of meetings have been held during the school year 1949-50 by a committee of teachers, supervisors, and specialists, which has undertaken the task of revising the elementary report card. The committee anticipates the early completion of the work so that the new card will be usable by September, 1950.

► The public schools of Maumee, Ohio, with the aid of Supt. Charles H. Wilson, have endeavored to bring the best consultant service to local school workshops. To this end they have combined with two neighboring schools of equal size and character, Perrysburg and Rossford. Expenses are shared by the three schools; planning is done by joint conferences of teachers and administrators; and follow-up programs are made available for discussion and criticism among the three schools. Such combined efforts have enabled the schools to bring in excellent consultants. Also, the exchange of problems and ideas among the staffs has endorsed and has set the stage for further co-operation among the schools. Last year the theme of the conference was "Child Development and the Curriculum," and this year it is "Practical Steps Leading to the Core and Experience Curriculum."

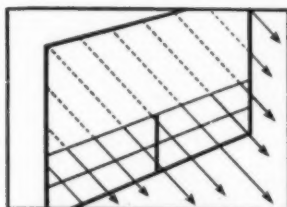
► Ballston Spa, N. Y. The public schools have since 1949 offered a driver training course to adults of the community. A waiting list is maintained and there are applications for the 1950 course.

► Medford, Mass. The school board has adopted a budget of \$2,123,077 for the school year 1949-50.



## TRUSCON *Intermediate* CLASSROOM WINDOWS

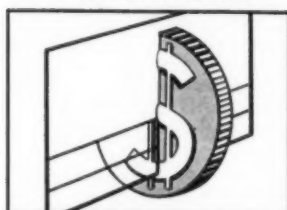
Common sense  
A, B, Cs...



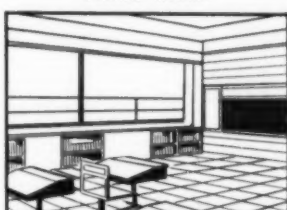
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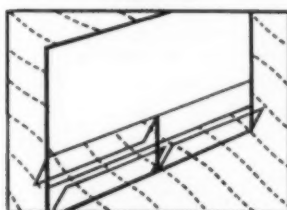
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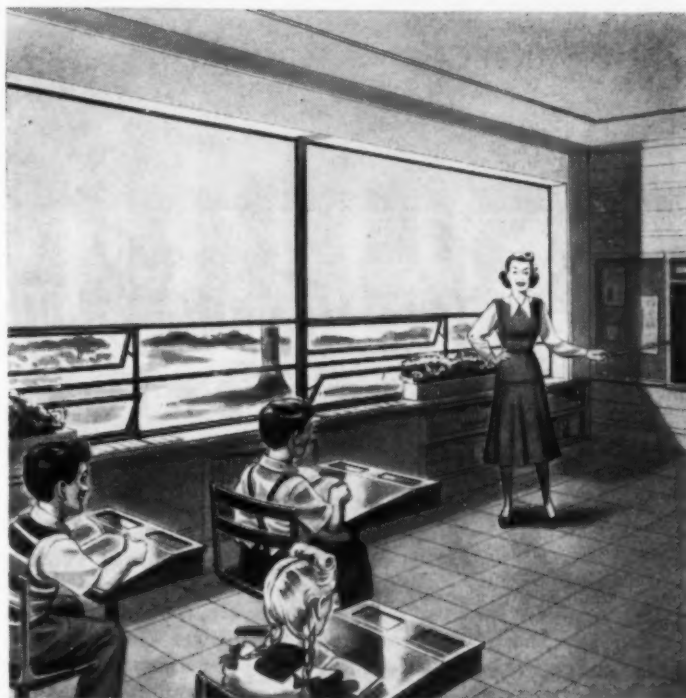
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## TEACHERS AND ADMINISTRATION

### MORE SALARIES FOR MEN

A new idea in salary schedules, designed to attract more men to the New York City school system, has been proposed by Andrew G. Clauson, Jr., Richmond member of the board of education.

As explained by Mr. Clauson, the plan would superimpose on "an adequate basic salary scale" a limited number of dependency allowances. Although these allowances would be given to both men and women teachers with dependents, the plan would be more likely to aid men teachers who are heads of families.

Commenting on the need for more men teachers in the schools, Mr. Clauson said that over the entire nation only 13 per cent of the teachers are men. In the New York City schools alone, there is a range of men in the profession from 50 per cent in the high schools down to less than four per cent in the elementary grades. "This is no criticism of women teachers, but it is undeniably true that adolescent children, particularly boys, need the contacts and guidance which men can give."

### NEW PITTSBURGH SALARY SCHEDULE

The board of education of Pittsburgh, Pa., has approved new rules governing salaries of professional employees and their working conditions. The new salary schedule, which became effective September 1, 1949, fixes salaries for associate superintendents, administrators, assistants, direc-

tors, assistant directors, senior supervisors, subject supervisors, psychologists, employees in the school health service, and substitute teachers.

All teachers are placed on the same level according to training and experience. Nondegree teachers begin at \$2,200 and go to \$4,000 in the tenth year of service. Teachers holding an A.B. degree start at \$2,200 and go to \$3,800, after which they may go to \$4,000 if they have obtained a degree. Teachers with an M.A. degree begin at \$2,400 and go to \$4,000, after which they may go to \$4,200 provided they have obtained a degree.

The maximum salary for teachers without a bachelor's degree is \$4,000; for those holding a bachelor's degree, \$4,400; and for those with a master's degree, \$4,600.

Teachers holding a second earned degree from an approved college are allowed the same salary recognition as for an earned master's degree, provided the course is nonduplicative, that two semesters of additional work above the undergraduate degree, or five full years above the high school have been completed. The second degree must be rated by the college and the superintendent as a professional degree.

The salary schedule for elementary school principals covers 10 school months and is divided into two special groups. Principals of schools having twenty or more teachers begin at \$4,125 and go to \$5,625 in the seventh year, and may advance to \$5,825 in the eighth year if they hold a master's degree.

Principals in group two—schools having less than twenty teachers, start at \$3,725 and go to \$5,225 in the seventh year, and may advance to \$5,425 in the eighth year provided they hold a master's degree.

Principals in junior and senior high schools begin at \$4,825 and go to \$6,325 in the seventh year, and may advance to \$6,525 in the eighth year provided they hold a master's degree.

### TEACHERS DISAGREE ON SOCIAL SECURITY BENEFITS

The teachers organizations of the country have disagreed on whether they should be brought under the Federal Government's social security umbrella.

At a conference with the Senate Finance Committee in Washington, arguments were outlined on a proposed bill to enlarge the coverage and benefits of the old age and survivors' insurance program. It was urged by some as a floor of protection. Others opposed it as a threat to their own retirement systems. M. C. Raver, of Maryland, said his group wants no part of the government's program. Fennessey Canty, of Connecticut, said his group does not favor the federal program because teachers in Connecticut have a good retirement system. Miss Dorothy S. Lewis, of Connecticut, said that to include teachers in the federal program is impractical and fraught with danger. Herman A. Gray, of the American Council on Education, urged that the federal system be set up on a mandatory basis and extended to privately controlled charitable, educational, scientific, and religious groups.

► Bartlesville, Okla. The school board has adopted a new policy, requiring that teachers who do not hold degrees must have 78 college hours of credit and at least eight hours each year toward their degree, beginning with the 1950 school year.

► Lynn, Mass. The school board has extended sick-leave pay for teachers from ten days to fifteen days and has allowed a similar period for carpenters and painters.

► Trinidad, Colo. The school board has adopted a rule, providing that no person will be employed in the schools who holds less than a regular teaching certificate. Several members of the staff at present functioning under emergency certificates will have obtained regular teaching certificates before the opening of the school year 1950.



### GROSSE POINTE APPROVES THREE PROPOSALS

The voters of Grosse Pointe, Mich., on February 24, approved three school tax propositions submitted by the board of education. The first authorized the school district to issue \$3,185,000 in bonds for the purpose of completing four new school buildings. The first of these will be a 900-pupil-capacity junior high school building. The second project involves a 10-classroom building, and a combination gymnasium-auditorium-lunchroom for an elementary school. The third project is an 800-pupil-capacity elementary school, and the fourth will be a 13-classroom first unit of another elementary school.

The second proposition was a debt retirement levy for a period of twenty years, the first-year levy being one mill, and the levy for the remaining nineteen years  $2\frac{3}{4}$  mills.

The third proposition authorized the board to levy up to two mills excess millage during the period 1951-55 inclusive, for meeting increased operational expenses.

The board will begin work immediately with the completion of plans and specifications and the letting of contracts on four building projects, to be completed in September, 1951. The educational planning for the construction program is being carried out by John R. Barnes, superintendent of schools.

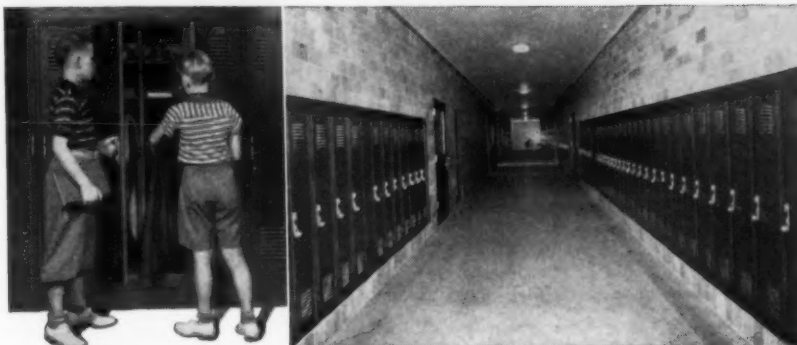
### DEFIANCE SETS UP MASTER SCHOOL BUILDING PLAN

The public schools of Defiance, Ohio, are faced with an increased enrollment and lack of school-housing facilities. The school board, headed by Dr. John Fauster, Jr., has organized a citizens' committee to help sell to the community the need for an expansion program. In this program all teachers, custodians, and lay persons will be consulted on ideas as to present and future needs of the schools. Various publicity helps will be used, including radio talks, public meetings, newspaper articles, charts and graphs, and school bulletins. It is the purpose to educate the citizens' committee so that they may go out and talk to all groups about the needs of the schools. In other words, Defiance is setting up a master plan for the present and future.

### DISCUSS SCHOOL PLANNING AND DESIGN

Dr. C. C. Carpenter, assistant superintendent of Los Angeles County schools listed urgency, use and function, flexibility, and economy as the four factors immediately pertinent to school construction, while Ralph C. Flewelling of Flewelling & Moody, architects, described the need for research on the use of structural materials as immediate, in a symposium presented before the Los Angeles Section of the American Society of Civil Engineers at their general meeting in February.

According to Dr. Carpenter, the urgency factor is beyond question. In order to keep up with the need for elementary schools, Los Angeles County would have to build a new elementary school, housing 1000 pupils, each week. Dr. Carpenter stated that 70,000 Los Angeles pupils attend half-day sessions, while a large number of children now in the sixth grade have never spent a full day in school. This situation, he added, will be relieved only when state funds are made available. The assistant superintendent also pointed out that schools are no longer planned to operate merely on a school-day schedule but are also intended for community use as a recreational center. The buildings must be flexible enough so as to be adaptable to future education demands and can be neither substandard nor

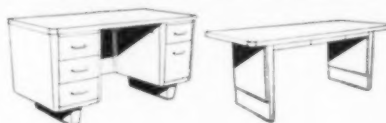


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extravagant in construction. Dr. Carpenter praised the innovations of radiant heating and toilets adjoining individual classrooms.

### COMMUNITY PLANNING IN CALIFORNIA

In an expanding society such as California, there is an imperative need for long-range planning in school communities. As an example (1) schools should be made a central core of the community; (2) a study of population trends should be made; (3) an analysis of future land use is a necessity and should be made by planning experts.

Ralph C. Flewelling, Los Angeles architect, in a study of "Town in Transition," completed in 1945, stated the basis for planning which applies to school and community integration of long-range planning. He cited five aspects of the problem: the school district must establish its own long-range program; it must obtain desirable school sites; it must study the needs of the

educational program, including population and land use trends, and available sites; school districts must expand their facilities to meet broader requirements of modern educational thinking.

Discussing site planning, he urged the right location of the school plant, proper placement of school buildings, and over-all design of the plant on the site. Other aspects taken up were travel distances, orientation of buildings, and circulation planning to cut down crowded areas of travel and to reduce friction.

### NORFOLK DEVELOPS BUILDING PROGRAM

With an increase of about 1000 pupils per school year, and a 3000-family housing development sponsored under the National Housing Act, it has been necessary for the Norfolk, Va., board of education to increase schoolhousing facilities, reports Supt. J. J. Brewbaker.

At present, an eight-room addition for an elementary school is being constructed and plans are



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underway for a six-room addition to another school and for the construction of two elementary schools of 20 to 25 rooms each. Norfolk is planning to construct approximately 10 new schools within the next 10 years. The Virginia State Department has made a survey of school building needs, and a biracial lay committee of 26 civic welfare leaders has been appointed to aid with the school construction program.

The maintenance department has constructed a warehouse on a railroad siding in which school furniture and supplies are received, stored, and dispensed.

### HOW BETHEL, CONNECTICUT, HANDLED THE PROBLEM OF OVERCROWDED CONDITIONS

The town of Bethel, Conn., during the school year of 1948-49 faced a growing school population and seriously overcrowded conditions in the elementary schools. At the suggestion of Mrs. B. J. Dolan, the president, the board of education began the preliminary steps in the planning of a building program.

A number of public hearings were held and then the board asked the town to appoint a number of citizens' committees to work with the school authorities in laying out an effective program. Paul Seifert, chairman of the first committee, and Robert Josephy, chairman of the subsequent joint committee, were supported by enthusiastic and able assistants. They spent long hours and untold energy in carrying on the work. The committees later joined forces, and upon their recommendation, a town meeting was held at which the purchase of a 20½-acre site for a new schoolhouse was agreed upon; funds were appropriated for the site, and an architect was employed to plan the first unit of an expandable school.

The high school alteration came as one recommendation of a representative citizens' committee which had studied the needs and resources of secondary education. As a further recommendation of the committee, the town appointed two other committees to study sites and future building needs.

The problem of relieving crowded conditions in the elementary schools was solved by making use of waste space in the high school basement. Alterations were carried out which resulted in the release of three fine rooms for elementary classes, all at a total cost of \$50,000.

At the same time, general shop facilities were doubled so that there is now a space 110 ft. by 22½ ft., separated by glass partitions, for use as a print shop, a machine shop, a woodworking and general shop, a wood finishing room, and a planing area. A new health unit comprising dentists' and doctors' rooms, a rest room, and a waiting room were provided. The cost was exceedingly moderate, including as it did, new fluorescent lights, new furniture for two classrooms, complete equipment for a dental clinic, a boys' room, and architects' and legal fees.

The building committee, which carried out its planning procedures under the able direction of Lester C. Reed, was commended for obtaining a great deal of service for a small outlay of the town's money. Supt. Ralph M. Johnson is authority for the statement that the results in Bethel are remarkable because they were accomplished in a town which has a newly formed and vigorous taxpayers' association, some of whose members were of great assistance in committee work. There is no limit, Mr. Johnson says, to the amount of willing and able lay assistance available to the school authorities in the small town if the job is approached with enthusiasm and confidence in the citizenship.

### SCHOOL BUILDING NEWS

► Auburn, Wash. The school board has received bids for the construction of the new senior high school, to cost \$913,866.

► Louisville, Ky. The school board has started construction work on the MacArthur School, to cost \$1,163,553. E. T. Hutchings, architect, has completed plans for the building which is to contain 30 classrooms and a library.

► Ogden, Utah. The school board has started work on two elementary schools and a new senior high school. The projects are part of a \$2,000,000 building program.

► El Paso, Tex. The school board has let the contract for the construction of the Hillside School, to contain 23 classrooms and an auditorium, and to cost \$331,306.

► Wakeeney, Kans. The Trego Community high school board has let the contract for the new community high school, to cost \$424,413.

► Tyler, Tex. The school board has let the contract for three new school buildings, to cost \$1,600,000.

► Oklahoma City, Okla. The board of education has begun the erection of vocational shops at the two senior high schools, the Franklin Junior High School, and at the Fair Grounds Negro Project. New shops are also in course of erection at the Northeast junior-senior, the Southeast junior-senior, the John Marshall junior-senior, and the Classen senior. The board has let contracts for twelve more buildings, including two primary schools, twelve elementary schools, and two junior-senior high schools. The buildings planned but not yet under construction are two secondary schools and five elementary schools.

► New Castle, Ind. Construction work has been started on the new Wilbur Wright and Sunnyside Schools, which are a part of a program to cost approximately \$605,000.



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► **Mansfield, Ohio.** During the school year 1949 two new school buildings, the Newman School and the West Fifth Street School, were completed and occupied. In September, 1950, another building will be completed. Bids have been received for the construction of three elementary school buildings. All of the projects are part of a building program begun in 1948, which called for six elementary schools, a new field house for the senior high school, and the remodeling of five existing buildings.

► **The New York City board of education** has made arrangements for a ten-year construction, modernization, and maintenance program, to cost an estimated \$917,494,000.

New buildings and alterations to existing schools will provide for 274,000 more children than the 865,000 now on register, or an equivalent of 250 buildings.

The program calls for construction of new elementary, junior high, and senior high schools; the replacement of obsolete schools; the modernization of old but serviceable buildings; and the maintenance and repair of schools which have been limited in past years by fund shortages. New buildings will cost \$425,839,000 of the \$917,494,000 total. The \$650,169,000 scheduled for new buildings and modernization work will be divided among new elementary schools, new

junior high schools, new senior high schools, and long overdue modernization projects.

► **East St. Louis, Ill.** The east side school board has applied for \$120,000 in federal funds to finance plans for a \$3,000,000 high school. It is planned to call an election for a bond issue.

► **Vidor, Tex.** The school board has begun plans for a \$500,000 school building program, to include a new senior high school and junior high school. Application has been made for federal funds to help in financing the advance planning.

► **Wichita, Kans.** Construction work will be started on the Matthewson Intermediate School, to cost about \$763,487.

► **Birmingham, Mich.** Preliminary plans have been prepared for the new high school at Lincoln and Cranbrook Roads, to cost \$3,000,000.

► **Kenosha, Wis.** The school board has employed Dr. Eugene S. Lawler, of Northwestern University, Evanston, Ill., to conduct an immediate survey of the school plant and to determine the actual school building needs. The study will cover 60 to 90 days and is intended to develop a 20-year plan for local school building needs.

► **Sebring, Ohio.** The school board has completed the erection of a 7-room elementary school, which was occupied February 27. The building which has been named the F. A. Sebring Elementary School, in honor of the Sebring heirs who gave the site, was completed at a cost of \$145,000.

► **Alexandria, La.** The school board has called for bids on \$1,300,000 worth of school bonds, which are part of a \$1,800,000 building program. The board has voted to employ a construction and building superintendent to supervise the construction work.

► **Albuquerque, N. Mex.** The voters have approved a proposal calling for a school building program and a bond issue of \$1,100,000. The main project is a junior high school.

► **Reno, Nev.** Construction work has been started on the Reno high school building, to cost \$2,640,695. The plans were prepared by Ferris & Ferris, architects.

► **Ogden, Utah.** The school board has begun work on its new building program with the selection of architects to prepare plans for four buildings. The program will include a senior high school, two elementary schools, and a shop addition for the high school.

► **Salina, Kans.** The contract has been let for the construction of a senior high school building, to cost an estimated \$2,000,000. The plans were prepared by Architect Joseph Radotinsky.

► **Euclid, Ohio.** The board of education has awarded the contract for a six-room addition to the Roosevelt Elementary School, at a cost of \$65,204.47. The board has called an election in May to obtain a bond issue of \$900,000 for building and equipping an elementary school near Euclid Avenue. Another elementary school will be erected on a site selected near Lloyd Road and 260th Street, to relieve large housing developments in the area.

► **Portland, Ore.** The board of education has completed the erection of three primary schools, each housing eight classrooms. The buildings, which are of wood construction, were erected at a cost of \$400,000. The board has begun the construction of four elementary schools, each containing 18 classrooms, auditorium, and cafeteria, and estimated to cost \$2,500,000.

► **Utica, N. Y.** The board of education has completed the erection of a 14-room addition to the Horatio Seymour Elementary School and the remodeling of the original structure. A second project is a kindergarten room and new hall space for the Hugh R. Jones Primary School. Plans are being completed for an addition to the Kernan Elementary School, which will be erected during the present summer.

► **Kingston, N. Y.** The board of education has completed the erection of an addition to the vocational school, at a cost of \$450,000. The building includes the latest and most modern equipment for structures of this kind. The board has received bids for a new elementary school building, to cost \$1,350,000.



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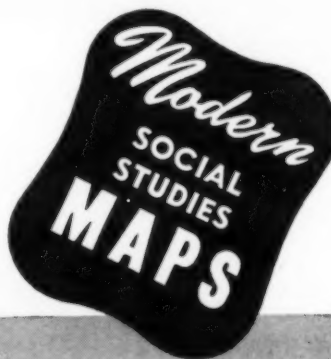
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## PERSONAL NEWS OF SCHOOL OFFICIALS



► E. PAUL HUFFMAN, formerly mathematics teacher at Harding senior high school, Marion, Ohio, is newly appointed clerk of the board of education and business manager of the Marion City schools. He will replace J. D. Torrance as clerk. Mr. Torrance has resigned after ten years of service. The position of business manager is a new one and entails such duties as plant operation and maintenance, purchasing and cafeteria management, and financial accounting.

► EDWIN ROGERS EMBREE, 66, president of Chicago's Julius Rosenwald Fund, died February 22.

Mr. Embree, formerly a reporter for the *New York Sun*, was an educator, a cultural anthropologist, and later head of the Rosenwald Fund. He supervised the spending for social and educational purposes of more than \$22,000,000 from 1932 to 1948. The fund was created by the late Rosenwald, of Sears, Roebuck & Co.

► T. K. KIRKPATRICK has been elected a member of the board at Marlin, Tex., to succeed Ed Williamson.

► The school board of Milford, Ky., has reorganized with J. H. FLEY as president; H. L. ROGERS as vice-president; and S. T. BATEMAN as clerk.

► DR. A. L. CHAPMAN, of the University of Texas, has been appointed executive director of the Texas Association of School Boards. He will collaborate with Dr. Ray K. Dudley, of Houston, in connection with the newly established research and information service.

► JAMES G. KIZER has been appointed a member of the school board of San Antonio, Tex., to succeed J. E. Seibert.

► ALBERT E. STEPHAN has been appointed a member of the school board of Seattle, Wash., to serve until the next general election in the spring. Mr. Stephan succeeds Judge Robert S. Macfarlane. At the election, JOHN H. REID was elected president; FRANK M. BROCK, secretary; and BYRON B. SMITH, assistant secretary.

► DR. FRED W. HEINOLD has been re-elected president of the school board of Cincinnati, Ohio, for his tenth term. Other officers re-elected are EDWIN G. BECKER, vice-president, and WILLIAM MIETENKOETTER, JR., clerk-treasurer.

► The school board of Seligman, Ariz., has reorganized with MRS. ORA FULLER as president, and HOSEA LANIER, clerk.

► WILLIAM SCHUMACHER has been elected president of the board of education of St. Louis, Mo., to fill the unexpired term of Dr. Herbert O. Winterer, who resigned. CHARLES H. CHRISTEL has been appointed to take Mr. Winterer's place as a board member.

► The school board of LaGrange, Ga., has reorganized with ARTHUR B. EDGE, JR., as president, and CLAUDE DANIEL as vice-president. Members of the board are DR. J. W. CHAMBERS, PIERCE CLEVELAND, GEORGE S. JOHNSON, and B. W. WHORTON.

► The board of education at Celina, Ohio, has reorganized with L. M. DAVIS as president, and S. M. BARTHOLOMEW as clerk. The other members of the board are C. C. CHAPMAN, E. B. SHIVELY, and B. A. RODGERS.

► The school board of Dublin, Ga., has reorganized with FRED DRIVER as chairman; FRANK JOHNSON as vice-chairman; and L. H. BATTLE as secretary. The board has been increased from seven to nine members. The new members are FRED DRIVER, DR. R. G. FERRELL, JR., GUY SCARBOROUGH, and PAUL HUDSON.

► R. D. BLAKENEY has been elected superintendent of schools at Thomasville, Ga., to succeed H. R. Mahler, who has resigned. Mr. Mahler will be retained in the position of counselor until next October.

► The school board of Bay Village, Ohio, has witnessed some changes in membership. Mrs. RUTH FERNBACK, a member of the board for three years, has been elected president, to succeed George Breen. DR. DEAN SADLER has been named vice-president. KENYON CHAMBERLAIN has been named to fill the unexpired term of Mr. Breen. All of the new members had been indoctrinated in their future responsibilities in 1949, not the least of which is the planning of a new high school building.

► COMMISSIONER JAMES MARSHALL of the New York City Board of education was acclaimed on February 22 by the Public Education Association on the fifteenth anniversary of his appointment to the board.

In the fifteen years that he has served as president and member of the board, Mr. Marshall has set a record of service matched by few public servants in New York City, according to Secretary William B. Nichols, of the Public Education Association.

► Three new members were sworn into office at Mansfield, Ohio, in January, 1950. NELSON NEFF, MRS. HOWARD WENNING, and RICHARD WOLFORD were elected to succeed H. W. Arlin, A. H. Fankhauser, and W. O. Leedy.

► DR. RICHARD R. FOSTER, Dayton, Ohio, has been appointed director of research for the public schools of Washington, D. C. Dr. Foster was a research director for the Ohio Education Association for 15 years before appointment to his former position in Dayton. He will enter upon his duties July 1, 1950.

► DR. CARL W. MCCARTHA has accepted the position of director of instructional service on the staff of the Greensboro, N. C., public schools, reports Superintendent B. L. Smith. Dr. McCarthy received his bachelor's degree from Erskine College, his M.A. from the University of North Carolina, and his doctorate from the University of Florida.

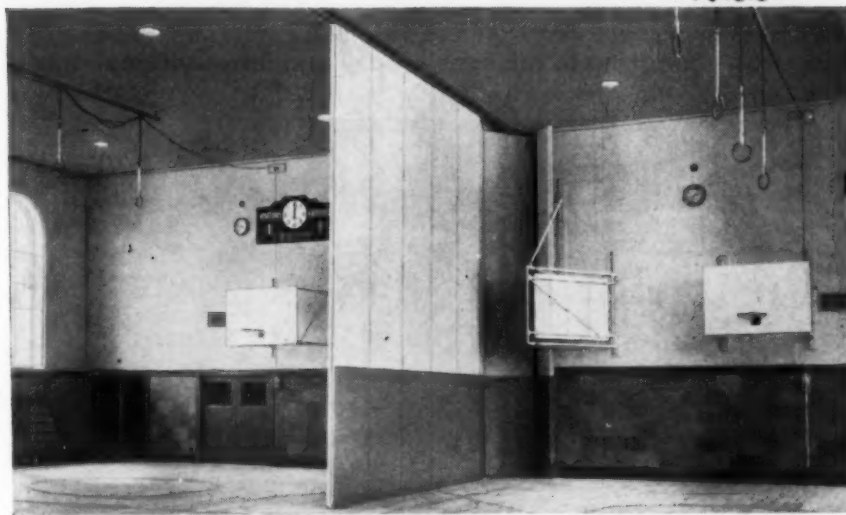


## PERSONAL NEWS

- **PAUL HAWKINS** has been elected superintendent of schools at Eldorado, Kans., to succeed J. F. Hughes.
- **SUPT. J. J. VINEYARD**, of Arkansas City, Kans., has been re-elected for a two-year term.
- **SUPT. HOWARD E. GILL**, of Cherryvale, Kans., has been re-elected for another year.
- **SUPT. WAYNE E. MASE**, of St. John, Kans., has been re-elected for his fifth term.
- **WALLACE W. BROCKBANK** has been elected superintendent of schools of the Nebo school district, Spanish Fork, Utah, to succeed O. L. Barnett.
- **SUPT. W. D. CARR**, of Anthony, Kans., has been re-elected for another two-year term.
- **SUPT. BRYAN WARD**, of Frederick, Okla., has been re-elected for his fourth year.
- **HENRY AVERY** has been elected superintendent of schools at Kingfisher, Okla., to succeed Ray G. Burns.
- The school committee of West Springfield, Mass., has announced the appointment of **STANLEY W. WRIGHT**, 42, superintendent of Agawam, Mass., to the superintendency in West Springfield. Having developed a successful school building program in Agawam, Mr. Wright will head a school building campaign in West Springfield.
- **SUPT. KARL A. REICHE**, of Bristol, Conn., has been re-elected for a three-year term.
- **SUPT. G. A. YEARGAN**, of Caney, Kans., has been re-elected for a two-year term.
- **DR. CLAYTON D. HUTCHINS** has been appointed as specialist for school finance in the Division of School Administration of the U. S. Office of Education. Since 1945 Dr. Hutchins had been Assistant Director of the Research Division of the National Education Association.
- Four new \$11,000-a-year assistant superintendents have been appointed by Supt. William Jansen for the New York City public schools. The four of them, all principals, are **MISS MARY M. BLAIR**, P.S. 20, Richmond; **MISS LOUISE T. RYAN**, JHS 101, Manhattan; **MAX GEWIRTZ**, P.S. 90, Bronx; and **DAVID GOLDWASSER**, assigned to the division of housing and business administration at the board headquarters. Dr. Jansen has nominated **MORRIS WARSCHAUER**, former assistant secretary to the position of secretary.
- **SUPT. MELVIN NEELY**, of Columbus, Kans., has been re-elected for his fifth year.
- **SUPT. K. P. B. REISHUS**, of East Grand Forks, Minn., has been re-elected for his twenty-first year.
- **SUPT. ATHOL SAYRE**, of Parma, Idaho, has been re-elected for another year.
- **SUPT. JESS CULLISON**, of Larned, Kans., has been re-elected for another two-year term.
- **HEROLD REGIER** has been re-elected superintendent of schools at Hillsboro, Tex. Mr. Regier is completing his eleventh year in the Hillsboro schools.
- **SUPT. R. L. BEDWELL**, of Hot Springs, Ark., has been re-elected for a new three-year term, at a salary of \$7,600 per annum.
- **EARL GEIS**, now serving his tenth year with the Alva, Okla., schools, has been re-elected for the 1950 school year.
- **RICHARD CASTER** has been elected superintendent of schools at Lancaster, Mo., to succeed the late E. E. Duffey.
- **SUPT. LEE McDONALD**, of Hobart, Okla., has been re-elected for the 1950 school year.
- **SUPT. B. M. HANSON**, of Harvey, N. Dak., has been re-elected for a three-year term.
- **SUPT. R. H. WOLLIN**, of Kalispell, Mont., has accepted a renewal of contract for the school year 1950, at a salary of \$6,000.
- **SUPT. JAMES H. JONES**, of Hope, Ark., has been re-elected for a two-year term. Mr. Jones is completing his eighth year as superintendent.

Crowded school conditions have you in "hot water"?

Install **R-W DeLuxe**  
**FoldeR-Way Partitions**  
FULLY AUTOMATIC • ELECTRICALLY OPERATED



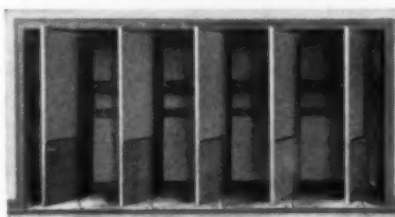
R-W DeLuxe FoldeR-Way Partition, Central School, Goshen, New York. Robert R. Graham, Architect.

Because of its high standard of excellence and performance, the R-W DeLuxe fully automatic electric soundproof folding partition is now specified by leading School Architects and demanded by progressive Boards of Education as the best solution to current problems of space and expenditure.

In the installation shown above, both side-jambs are insulated against the transmission of sound by the correct application of rubber gaskets. The clearance gap between the top of the doors and the underside of the

ceiling-track is effectively soundproofed by rubber seals. Duck-covered, sound insulated, acoustically designed doors provide the ultimate in "sound-stifling" construction. Doors are positively locked to the floor without the use of any floor bolts, tracks, or mechanically operated devices. Electrically operated—you just turn the switch-key and R-W does the rest. The DeLuxe FoldeR-Way Partition goes into motion smoothly and silently—opening or closing automatically!

### R-W Offers a Complete Line of Single and Multiple Action Classroom Wardrobes



R-W No. 833 Multiple Action-Master Control Door Wardrobe

Richards-Wilcox Classroom Wardrobes are outstandingly popular because they are designed to give maximum space for pupils' wraps without overcrowding—because simplicity of design and installation in wall recess means low cost. Wardrobes are available in Single or Multiple Action-Master Control Door units with chalkboards or cork boards. Each door opening accommodates eight to ten pupils.

### Also...

Uninterrupted R-W Service to  
HOME, INDUSTRY and FARM

Since 1880

- In industry, conveyor systems to solve any overhead handling problem.
- In the home, R-W Silver Streak Vanishing Door Hangers and Aluminum Track afford quick, economical conversion to space-saving Disappearing Doors. Complete hardware for modern overhead garage doors.
- For the farm, barn door hardware up to any size, gable door fixtures, stay rollers, latches, etc; that perform up to par year after year.

Get all the facts about Richards-Wilcox cost-cutting, space-saving FoldeR-Way Partitions and Classroom Wardrobes now—write today or call your nearby branch office for complete information without obligation.

**Richards-Wilcox Mfg. Co.**

A HANGER FOR ANY DOOR THAT SLIDES  
AURORA, ILLINOIS, U. S. A. • Branches in all principal cities



1880 1950

OVER 70 YEARS



# Steele's Duck Window Shades

## withstand hard use and abuse

Since 1900 STEELE has been supplying public buildings with duck window shades that are economical — pleasing to the eyes — easy and inexpensive to maintain — equipped with sturdy hardware.



**GRAVES HALL—UNIVERSITY OF ALABAMA**  
One of many buildings at the University of Alabama where Steeleco Duck Shades have been in use for over twenty years.

- sun translucent shades
- darkening shades
- shade hardware and cord
- metal rollers and slats
- school specialties

SEE YOUR SCHOOL SUPPLY DEALER OR  
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**THE OLIVER C. STEELE  
MFG. CO.**

Spiceland  
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*The Trademark of Quality*

## SCHOOL BOARD CONVENTIONS



### NEBRASKA SCHOOL BOARDS OPPOSE FEDERAL AID

At its annual convention February 8, in Grand Island, the Nebraska School Boards Association adopted three resolutions concerning school finances.

The first resolution called attention to the fact that taxes are "mushrooming" under various subterfuges and are most largely exacted by the Federal Government. The present trend will lead to an impossible burden on farmers, laborers, businessmen, and all citizens. Further federal aid for any purpose to any special interest is only an entering wedge for larger grants.

There is an alarming dissipation of funds between federal-tax collections and the net productive expenditures for specific projects. This fact will require more tax collections for schools than will finally arrive at local classrooms. A further "tapping" of the federal treasury must necessarily be financed by additional taxes on the citizens, including those in Nebraska.

It is felt that the Nebraska state legislature has not made full use of our own resources to meet the educational crisis within our own boundaries.

With the foregoing in mind, the Association adopted the following three resolutions:

*Be it resolved:* That the Nebraska State School Boards Association take a strong stand opposing all new forms of additional federal aid to education, except in areas disturbed by military installations, and that all human forces of the state be mobilized in a concentrated effort to focus the attention and action of the state legislature on the financial needs of the Nebraska schools, in an effort to keep the Federal Government from forcing its way into the schoolrooms of Nebraska to solve our problems for us.

*Be it further resolved:* That copies of this resolution be mailed to every member of the United States Congress and the Nebraska State Legislature.

*And be it finally resolved:* That this Association make every possible effort to recruit the co-ordinated assistance of all educational, community, farm, labor, and business associations and social clubs of Nebraska to obtain adequate state financing for our own Nebraska educational program.

### NEW MEXICO SCHOOL BOARDS ORGANIZE

Aiming for a permanent organization, school board officials of Santa Fe, N. Mex., February 4 named Ray Soliday of Carlsbad, chairman of the New Mexico State School Board Association.

Al W. Kaune, of Santa Fe, was named secretary to replace Frank McCarthy, of Gallup, temporary secretary.

Vice-chairmen also were named as follows: A. D. Suazo, Taos; H. H. Kramer, Chamita; Richard Thorne, Albuquerque; Joseph Tondre, Los Lunas, and McCarthy.

District chairmen are Seth Alston, Lovington; Fletcher Bowman, Deming; Mrs. Floyd E. Lee, San Mateo, and Francis Formles, Santa Fe.

### PHILADELPHIA SCHOOL NEWS

The business committee of the Philadelphia board of education has appointed architects to prepare plans for four new schools and additions to seven buildings, to cost about \$7,050,000.

The new buildings include a junior high school at an estimated cost of \$2,500,000, and three grade schools, to cost approximately \$950,000, \$850,000, and \$1,100,000. The cost of the additions totals \$750,000. About \$300,000 will be spent on gymnasiums at each of three schools.

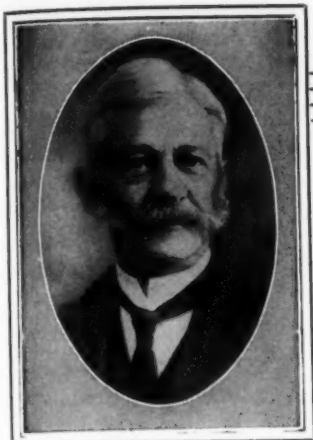
The committee has named an architect to prepare plans for an athletic field at 48th and Spruce streets on a plot bought by the city for \$275,000 and turned over to the board for an athletic field for West Philadelphia High School and a community recreation center. Add B. Anderson, board secretary and business manager, said it will cost about \$257,500 for grandstands, night lighting, and other facilities.

Personnel reductions in the office of the city comptroller and the city treasurer have been effected to save the board \$17,000 this year, Add B. Anderson, secretary and business manager, has announced. The cost to the School District, which reimburses the county offices for their work in school tax collections, will be \$68,000 instead of \$85,000.

### FEDERAL SCHOOL PLANNING LOANS

During the month of February, the Federal General Services Administration, Washington, loaned local boards of education moneys for planning of proposed school buildings.

South Bay Union High School District, Los Angeles County, Calif., \$7,200 for a cafeteria; Manhattan Beach, Calif., \$16,080 for a school gymnasium and administration building; King City Union High School District, Monterey County, Calif., \$31,240 for school facilities and a swimming pool; Vallejo Unified School District, Calif., \$41,340 for a junior high school building and an addition to an elementary school.



Here are *facts* that school officials  
have found to be *true* about the use of  
**HOLDEN BOOK COVERS**

THAT budgets for supplies inevitably fail to keep up with rapidly increasing school enrollments, and that the use of Holden Book Covers is a proven way to stretch the Textbook Dollar.

THAT the use of Holden Book Covers actually does increase the life of a textbook *up to three years*.

THAT weatherproof Holden Book Covers actually *do* protect textbooks from damage while traveling back and forth to schools in all *kinds of weather*.

THAT while it is impossible to make old books new, *it is possible* to keep new books from quickly growing old.

THAT students respect good, clean books, but are apt to *abuse* dirty, ragged books.

Get the Holden Habit of Preserving Books —  
*Care Saves Wear.*

*Samples free*

**HOLDEN PATENT BOOK COVER COMPANY**  
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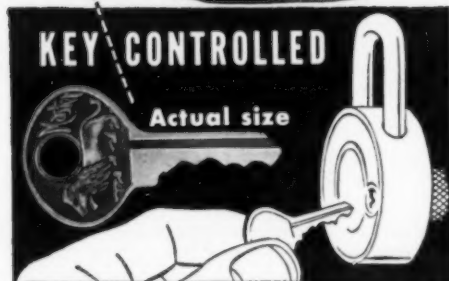
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Locker Security  
at a NEW  
LOW PRICE*

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### NO. 1525 KEY CONTROLLED COMBINATION LOCK

Here's top-quality, low-cost locker protection and control. Your control key opens every locker. Your students get a strong, dependable combination lock . . . smooth-working, trouble-free. Double wall case . . . brass over hard wrought steel. Finest security at a new low price — by MASTER, world's leading padlock manufacturers!

- Brass cylinder pin-tumbler mechanism—finest security known to lockmaking!
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Rugged, dependable. Long time school favorite. Double wall case. Time-tested, 3-tumbler mechanism. Same as No. 1525, but without key-control.



Master Lock Company, Milwaukee, Wis. • World's Leading Padlock Manufacturers

### COMING CONVENTIONS

Apr. 3-4. Oregon Education Association, at Portland, Ore. Secretary: Cecil W. Posey, 715 S. W. Morrison St., Portland. Exhibits: Howard L. Billings, 715 S. W. Morrison, Portland. Attendance: 3500-4000.

Apr. 5-7. Inland Empire Educational Association, at Spokane, Wash. Headquarters: Davenport Hotel. Secretary: Clifton A. Hussey, Court House, Spokane. Exhibits: R. C. Anderson, Lewis and Clark High School, Spokane. Attendance: 3500.

Apr. 12-13. Florida School Board Association, at Miami, Fla. Secretary: James S. Rickards, 522 Williams St., Tallahassee. Attendance: 200.

Apr. 12-14. Kentucky Education Association, at Louisville, Ky. Headquarters: Louisville Service Club, 824 South Fourth St., Secretary: John W. Brooker, 1421 Heyburn Bldg., Louisville 2, Ky. Exhibits: John W. Brooker, Louisville. Attendance: 6000.

Apr. 13-14. Colorado Association of School Boards, at Denver, Colo. Headquarters, Albany

Hotel. Secretary: Calvin Grieder, University of Colorado, Boulder. Attendance: 150-200.

Apr. 13-14. Wisconsin Association of School Boards, at Milwaukee, Wis. Headquarters: Schroeder Hotel. Secretary: Mrs. Letha Bannerman, 1220 Highland Park Blvd., Wausau. Mr. Angus Rothwell, Manitowoc, lighting exhibits. Attendance: 400.

Apr. 15. Arizona State-wide School Board Association, at Phoenix. Headquarters: Osborne Hotel. Secretary: Dr. Taylor Hicks, 303 S. Washington St., Prescott. Attendance: 100.

Apr. 21-23. Kentucky School Boards Association, at Louisville. Headquarters: Brown Hotel. Secretary: L. E. Meece, 135 N. Arcadia Park, Lexington 10. Attendance: 200.

May 19-20. Massachusetts Association of School Committees, at Swampscott. Headquarters: New Ocean House, Secretary: Miss Mabel H. Keating, Lexington St., Burlington. Attendance: 200-300.

May 22-24. New York State Association of School Business Officials, at Syracuse. Head-

quarters: Hotel Syracuse. Secretary: Maurice G. Osborne, State Education Dept., Albany. Exhibits: William R. Dixon, board of education, Syracuse. Attendance: 300.

### AN INVITATION TO TEACHERS

A beautifully illustrated booklet entitled, "An Invitation to Teach," has been issued by the public schools of Scotia, New York, in an effort to create an ample waiting list of experienced teachers for the city schools.

The pamphlet describes what is being done in an effort to attract good teachers to the school system. Advancement in the schools is clear-cut in terms of financial return. In addition to a good starting salary, all teachers receive an automatic adjustment annually for the first 12 years, followed by further increases warranted by merit.

Teachers carrying on a regular self-improvement program receive supplementary compensation.

A liberal sick-leave plan is in operation. Teachers are allowed time off for necessary personal business. All teachers are covered by liability and workmen's compensation insurance.

During the three probationary years teachers are assisted by administrators, supervisors, and master teachers. Post-school meetings are held at which discussions are held on pupils' progress. Social diversions are provided in the way of a golf and recreational club in the vicinity, a civic players theater, a television studio, and extra-curricular activities such as theatrical productions and school band activities.

### WASHINGTON SCHOOLS PLAN FOR BETTER ADMINISTRATION

Supt. Hobart Corning, of Washington, D. C., has announced a new plan for the reorganization of elementary school administration to assure uniform standards and practices in all schools. It is expected that the change will be made at the end of the current school year.

The plan would end the present geographical administration of the elementary schools. Divisional directors now assigned to administer the various regions would be given city-wide functions within white and Negro schools. These officials would become directors of elementary education, with a Negro and white director of curriculum, two directors of supervision, two in charge of administration, and two others to head up special services for children.

Elementary principals, now responsible to divisional directors, would be given more authority and come directly under the supervision of the white and Negro associate superintendents in charge of elementary education.

The new plan is expected to bring about unification of elementary school direction on the "policy" level. The new directors will work in the field and will be charged with the responsibility for improving instruction. A new associate superintendent will be appointed to be in charge of personnel for both white and Negro schools.

### SCHOOL LAW

► The attorney general of North Carolina, in an opinion has ruled that the use of school buildings is under the control of the trustees of the city school system, and that they may pass such rules and regulations as they may deem proper. He suggests that a local fire department may set up certain safety requirements with respect to smoking in school buildings which would require compliance on the part of the school authorities.

► A U. S. Court of Appeals ruling upholding segregation in the public schools of Washington will be appealed to the U. S. Supreme Court, according to Attorney Leon Ransom. Mr. Ransom represented Marguerite Daisy Carr, a Negro student, who had sought to enter Eliot Junior High School, an institution for white students, on the ground that the school she had attended was unable to offer proper educational facilities.

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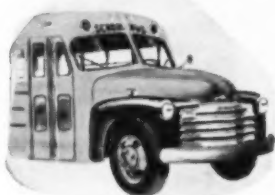
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## Tailored to the Chassis of Your Choice



CHEVROLET



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Oneida Safety School Bus Bodies are *designed* and *engineered* to fit every leading bus chassis make. Result: Horsepower, wheelbase and passenger capacity are integrated into an efficient, balanced unit which greatly reduces operating and maintenance costs.

Oneida, together with all the leading chassis manufacturers, offers this *complete school bus unit* for sale through the chassis builders' dealers and distributors. This convenient and practical method of purchase—body and chassis from *one source*—results in a substantial savings in initial cost.

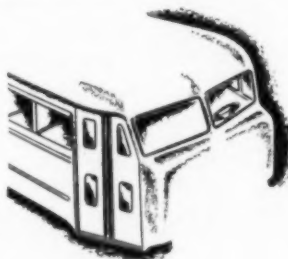
Models ranging in capacities from 16 to 66 passengers permit further tailoring of Oneida equipment to meet the requirements of individual School Boards.

Countless safety features—from the soft rubber protective edges on the entrance door to the built-in guards in the seat handholds—distinguish Oneida's thoughtful provision for complete student comfort and safety.

And when it comes to durability, Oneida Safety School Bus Bodies are *endurance-built* to give years of trouble-free service. Oneida's exclusive "Cradle of Steel from Wheel to Wheel" frame construction assures greater protection to passengers against body failure due to impact, stress or strain.

An Oneida School Bus Body was on the *first* complete bus to *meet or exceed*, in every detail, the new National School Bus Standards adopted by the National Education Association. Thousands of Oneida Bus Bodies in use across the country are turning in performance records that give School Boards the "reasons why" Oneida is the best buy! For further information, write today. SPECIFY ONEIDA ALWAYS!

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### A SOUND INVESTMENT IN CHILD SAFETY AND HEALTH

Children's desire for exercise is happily fulfilled with Burke-Built Playground Equipment. Scientifically designed to provide years of safe, healthful exercise at low cost maintenance.

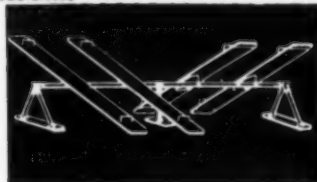
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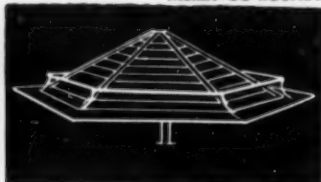
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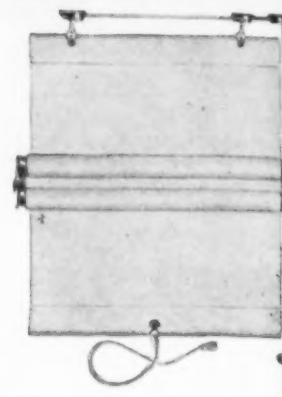
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BURKE-BUILT PLAYGROUND EQUIPMENT has the approval of park and playground officials from coast to coast. Choose the safest and most economical — Choose BURKE-BUILT Playground Equipment. Burke engineers will help plan your play areas without obligation.

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Griggs Auditorium Seating, No. 30-line chair, upper left. Has self-rising seat, Du Pont "Fabrilite" covering. Above, double window shade, available with single or triple pulleys. Left, No. 400 PT desk and No. 240 chair — an ideal combination!

For further information on items above or additional school equipment, please contact:

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There is a dealer near you.  
Write us requesting his name.

## NEW PUBLICATIONS for School-Business EXECUTIVES

### Finances in Higher Education

By Henry G. Badger. Paper, 4 pp. Circular No. 268, February, 1950. U. S. Office of Education, Washington 25, D. C.

A statistical overview of the finances of 1788 institutions of higher education in the Continental United States for the academic year 1947-48. The report deals particularly with (1) income, (2) expenditures, (3) property, (4) institutions for Negroes, (5) summary by type, region, and state.

The report shows that the total current income for these institutions amounted to 2 billion dollars. The income for educational and general purposes amounted to 1.5 billion dollars. The total expenditures for all current purposes amounted to \$1,833,000,000. The 1788 institutions reported a total investment of nearly 6.5 billion dollars in physical property and endowment and other nonexpendable funds at the end of the fiscal year 1948. Of this amount, nearly 3.7 billion dollars was in the form of buildings, grounds, equipment, and other improvements, and \$300,000,000 in the form of money available but not yet spent for plant expansion.

### We Count in 1950

By Philip M. Hauser, acting director, Bureau of Census. Paper, 19 pp. Bureau of the Census, U. S. Department of Commerce, Washington, D. C.

This brief explanation of the purposes and procedures of the 1950 national census provides splendid teaching materials for high school current events and social science classes.

### A Study of Public School Building Needs in Akron, Ohio

Compiled by John H. Herrick, assisted by E. B. Session, and other assistants. Paper, 135 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This booklet comprises a report on an extensive survey of the Akron school plant, conducted jointly by the Bureau of Research of Ohio University and the staff of the Akron public schools.

The report, which is divided into seven sections, takes up (1) the early history of the area and its geographic and social features, (2) the educational program of the schools, (3) the school population and future school enrollments, (4) the present school plant and its utilization, (5) the ability and willingness of the city to provide an adequate school plant, (6) the recommended school plant and the major conclusions, and (7) the major implications and probable outcomes of the suggested program. The program calls for seven new schools—two senior and one junior high school and four elementary schools—the discontinuance of nine buildings, a number of additions, remodelings, and alterations, new libraries, new lunchrooms and clinics, and additions or improvements to toilet rooms. The total estimated cost of the building program for all schools will reach \$20,094,082, of which \$1,005,500 is for elementary schools, \$620,000 for junior high schools, and \$1,675,500 for senior high schools.

### Care of Boilers

Bulletin 1075-2. Kewanee Boiler Co., Kewanee, Ill.

This bulletin provides specific directions for cleaning and handling low-pressure boilers which are ordinarily laid up during the long summer vacation. The bulletins supplement the detailed directions for operating school boilers.

### Bibliography on Educational Buying

Prepared by Sterling R. Bake and Foster J. Cole, assisted by W. E. King. Paper, 28 pp. Price, 9 by 12 envelope with 18c stamp. Published at Miami University, Oxford, Ohio.

This inclusive list of book, pamphlet, and magazine references embraces significant sources of information on the buying of textbooks, furniture, equipment, machinery, building materials, and other articles needed for the operation of colleges and schools. The references include not only works devoted to the technique of selection and specifying articles, but also to the policies and procedures of making contracts, placing orders, and to the underlying theory of public and institutional purchasing. The list is of special importance to school-business executives. It is to be hoped that the list will be issued annually and perhaps arranged topically.

### Report of the National Council on Schoolhouse Construction for 1949

Compiled by W. D. McClurkin, secretary. Paper, 50 pp. Published by the Secretary at Peabody College, Nashville 4, Tenn.

A report of the proceedings of the twenty-sixth annual meeting at Indianapolis, Ind. Contains the secretary's report, minutes, a condensed statement for the Council, a report of the committee on records and reports, and reports of the committees on locker standardization, federal school construction, plant guide, modernization and rehabilitation, school plant maintenance, and resolutions.

### Chart Book for 1947 on Infant, Childhood, and Maternal Mortality

Paper, 93 pp. Children's Bureau, Social Security Administration. Published by Federal Security Agency, Washington 25, D. C.

It continues the series begun in 1933 and will be a valuable working document for school authorities engaged in projecting school enrollments and making long-range school building programs.

### A.S.T.M. Standards of Soaps and Detergents

By A.S.T.M. Committee D-12. Paper 123 pp., \$1.75. American Society for Testing Materials, Philadelphia 3, Pa.

This November, 1949, edition of the standards for soaps and detergents brings together 32 specifications and tests of quality requirements. The soaps specifications include chip soaps, powdered and salt water soaps, olive oil and palm oil solid soaps, milled soaps and liquid toilet soaps. The specifications for detergents include borax, soda ash, caustic and modified soda, sodium bicarbonate, trisodium phosphate, tetrasodium pyrophosphate, and metasilicate and sesquioxide. The test methods include sampling and chemical analysis.

### Records and Reports for Pupil Transportation

By E. Glenn Featherston and Andrew H. Gibbs. Paper, 27 pp., 20 cents. U. S. Office of Education, Washington, D. C.

A report of the Special Committee on Uniform Records and Reports for Pupil Transportation, which includes sample record and report forms, a school bus schedule, bus drivers' reports, and an administrative unit report on transportation. New forms are provided for use in keeping semipermanent records on the bodies and chassis of vehicles used as school buses. Some of the information is kept in summary form for the contract vehicles.

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**20%-25% MORE mileage at no extra cost!**

**N**ow Goodyear presents a great new truck tire that will give you more mileage, more traction, more safety in today's highway hauling service. Improved throughout, this new Hi-Miler Rib Truck Tire delivers *premium performance at no extra cost!*

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**More miles**—20% to 25% more by road tests. New multi-rib, flatter and more compact tread design puts more rubber on the road, insuring longer, slower wear.

**More even wear**—from continuous shoulder

ribs in new cooler-running design, strongly buttressed for slow, even wear.

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**Most for your money**—highest quality construction throughout. New tougher, cooler-running rubber compounds, super-strong rayon cord body, spiral-wrapped dual beads all combine to make the new Hi-Miler a tire that will give you greater mileage and more recaps with far greater freedom from blowouts and road failures. Get it now—at all Goodyear dealers'.

We think you'll like "THE GREATEST STORY EVER TOLD"—Every Sunday—ABC Network

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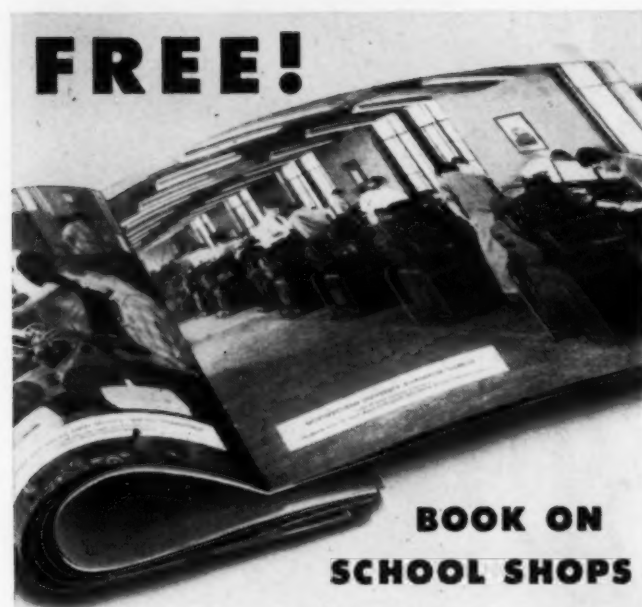
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**—it pays!**

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Filled with full color illustrations of some of the best school shops in the country, this book shows the practical arrangement of machinery and equipment in large, medium, and small room sizes. It will be helpful to those who are sincerely interested in preparing their students for future management and technical positions in industry. Write for your copy of "Modern School Shops" today.



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### Make Desk-Tops Good as New in one fast, easy operation

Cut the time-costs of refinishing desks, cabinets, tables and other school-room furniture—with SKIL Belt Sanders. You get fully sanded, smooth surfaces, ready for stain and varnish, with no hand sanding. Your regular maintenance men—or even inexperienced helpers—will do fast, expert work with SKIL Belt Sanders. 600 foot per minute belt speeds; quick, positive belt tension adjustments and easy belt changing provide easiest operation. Ask your SKIL Distributor for a demonstration today.

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### PITTSBURGH HOLDS INSTITUTE FOR SCHOOL BOARD MEMBERS

The School of Education, of the University of Pittsburgh and the Tri-State Area School Study Council have sponsored an institute for school board members on Public Education.

The institute, which began February 9, will continue for eight weeks, except March 2, and end the evening of April 6. Each session will be held on Thursday evening at 8 o'clock. A well-known leader in public education will address the members at each institute during the first hour; the second hour will be devoted to discussions.

Some of the known leaders in education who will appear on the program are Dr. Willard Goslin, Pasadena, Calif.; Dr. Willard B. Spalding, University of Illinois; Dr. N. L. Engelhardt, Sr.; Dr. Walter D. Cocking, New York University; and Dr. Willard S. Elsbree, Columbia University, New York.

### ADVISORY GROUP FAVORS IMPROVEMENTS

Results of two meetings of the newly organized Advisory Committee to the Athens, Pa., school board have been reported by Richard H. Bartholomew, supervising principal of schools. The purpose of this committee, as announced by John Vallilee, president of the board, is to assist the board with two major problems. These are: (1) to obtain more local revenue so as to promote a better school system; and (2) to determine the size of the athletic field, the kind of seats, the type of dressing rooms, and to

judge whether a bond issue should be proposed to finance these improvements.

As its initial service to the community, the Advisory Committee has asked the school board to seek a bond issue for \$70,000 for building construction and to improve the athletic field.

### SCHOOL BOARD NEWS

► Houston, Tex. Three schools in one area have been selected to participate in an experiment to see whether year-round utilization of school buildings will prove a moneysaving plan. The experiment to be started in September, 1951, will be limited to an elementary school, a junior high school, and a senior high school. Students will attend school the same number of days as now, but their vacations will be different. Some will continue to be off three months in the summer. Others will take three months off at different times of the year.

► Hereford, Tex. The school day in the elementary grades has been extended to six o'clock each day under a new physical education program. The program which is designed for children 10 years old or in the fourth to the sixth grades, was started in February. The supervised play period is from 4 to 6 each school day and participation is voluntary on the part of the students.

► Maumee, Ohio. Last year, the board of education pooled their annual board salary, amounting to \$20 a piece, to give a reception at the beginning of the year to all school personnel. Reports from every source indicate that the gesture has resulted in mutual understanding and rapport, not only between the board and the school personnel, but between the board and the community.

► Under the direction of Supt. S. F. Jameson, the public schools of Ashland, Ohio, have inaugurated a comprehensive program of health and physical education for the entire school system. The program involves during the winter, the full use of the three gymnasiums for after-

school and Saturday morning intramural programs under the direction of the regular school staff. Transportation is provided for elementary school pupils to the centers. The purpose of the program is to develop a large voluntary participation in physical and health activities.

► Sebring, Ohio. Under the direction of Supt. J. M. Badetscher, teachers in the city schools regularly attend Saturday morning workshop classes during the school year. The group has studied curriculums, report cards, and grading methods. Teachers are paid \$5 additional for attendance at each workshop session.

► The school board of Boston, Mass., has approved its 1950 budget calling for \$26,448,256, which is an increase of \$723,812 over 1949. A 38-cent increase in the tax rate for school expenditures is anticipated.

► Holyoke, Mass. The school board has adopted a budget of \$1,266,000 for the school year 1950.

► Providence, R. I. The school board has prepared a budget for 1950-51 calling for \$6,485,222. The budget calls for an extra \$799,227 to be provided by the city next year over and above the amount to be available under the Strayer law.

► The Morris Hills Regional District board of education of New Jersey has employed the firms of Churchill & Fulmer, New York, and Perkins & Will, Chicago, to prepare plans and specifications for their new regional high school. The school will serve the communities of Denville township, Rockaway Borough, Rockaway township, and Wharton Borough and will accommodate about 850 students. The architects have made a detailed survey of the area and have assisted the board in the selection of a site.

### SCHOOL BUILDING CONSTRUCTION

Dodge reports that in 37 states east of the Rocky Mountains, contracts have been let during February, 1950, for 282 school and college buildings, with a total floor area of 5,900,000 sq. ft. and a contract cost of \$58,006,000.



More than ever, in 1950, the famous Superior Pioneer is the coach that's first in the field—first for safety, first for durability, first for comfort, first for beauty—first by every standard of comparison.

Superior's exclusive all-welded "Unistructure" frame—world's strongest—has been engineered for even greater strength. Increased vision; more adjustable, form-fitting driver's seat; and more conveniently located controls—boost driving safety. Extra-rugged, wrap-around bumpers—heavily padded, two-tone passenger seats—enhanced modern appearance inside and out—feature after feature of this new coach surpasses anything offered by competition.

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### JOE PALOOKA SAYS—

"School bus safety rules are about the same as those for winning a fight."

Ham Fisher, creator of America's No. 1 comic strip hero, has cooperated in providing an attention-compelling poster for your bulletin boards and a handy comic booklet for distribution to your pupils. Joe Palooka's valuable tips make boys and girls feel that it's smart to observe school bus safety rules. Send for these free aids to safety education now!

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Says "Six Extra cutting edges make them last longer"

**BOSTON PENCIL SHARPENERS**

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### ANCHORAGE SCHOOL BUILDING PROGRAM

(Concluded from page 46)

The exterior walls are nonbearing and consist of concrete block on the outside and 4-in. pumice block on the inside, with 2-in. air space between. The roofs are carried on large laminated glued up beams 10 ft. 8 in. on center. Over these are nailed 3 by 6 T & G random length boards. The result is mill type construction of the slow burning kind. The laminated glued up beams are used because they are readily available and more economical than steel.

The classrooms which measure 30 by 32 ft. or 960 sq. ft., are decorated and lighted according to the Harmon technique. Windows are mostly of glass block which have high insulating value in the Alaskan climate.

All corridors and larger units have acoustical ceilings. The classroom ceilings do not have acoustical treatment; they are very smooth and white for high light reflection.

Built-in features and adequate bookcases, cabinets, and storage space have been liberally provided in the classrooms. In the rear of each room is a sort of kitchen counter, with a sink, hot and cold water, and a drinking fountain. There are also three activity counters composed of movable units, made like benches, and set on large casters. These can be rolled around the room and can be braked and set up singly or in combination.

Chalkboards are light green, 24 ft. long at the front of the room. Over the activity center at the rear there is a board 8 ft. long for the teacher's use. Every available wall space is covered with light-colored tackboard.

Each room has a display case opening into the corridor, with access from the classroom room through the bookshelves. The wall cabinets are built in.

The high, clerestory lighting, which supplements the main windows, has provided almost perfect light and no room has shadow pockets. The corridors too are uniformly daylighted from the clerestory windows so that it is hardly ever necessary during the day to turn on the artificial lights.

### NEW CASTLE DEVELOPS NEW EDUCATIONAL PROGRAM

During the past two years the parents, students, and teachers in the schools of New Castle, Del., have been engaged in a study of the educational program with especial reference to the three R's and academic mastery, as well as to a child-development program based on the needs of children. While some plans have already been put into operation, others are still being formulated, but the schools have made great improvement.

An important element in the expanded activities has been the active participation of the board of education which has supported Supt. Joseph R. Kleckner and his professional associates. Among the recent accomplishments are additional activity and project work, weekly radio program over Station WAMS, clubs and related activities, a dropout study, and health services.

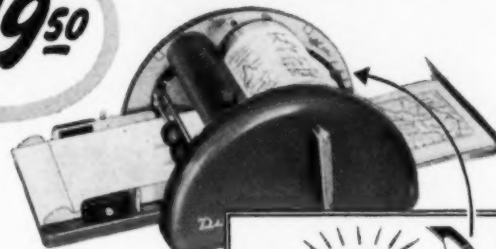
The board has authorized a comprehensive school plant improvement program, to cost \$1,320,000 and to embrace (1) the construction of modern 15-room elementary schools with complete services, (2) a central gymnasium-cafeteria building, (3) an industrial-arts building, (4) complete remodeling of the high school with additions to the art room, library, science laboratories, and homemaking rooms, additional office space, and teachers' rooms.

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Projects in the planning stage and about to be introduced are (1) a work-experience program, (2) curriculum adjustment for the neglected 60 per cent, (3) a continuing study and improvement of the projects recently completed.

### BELVIDERE ORGANIZES COMMUNITY UNIT DISTRICT

The Belvidere schools and two thirds of Boone County have become a Community Unit School District in Belvidere, Ill. The district comprises 175 square miles, involves 2300 students, and employs 12 buses for transporting the rural children to the grades and the high school.

Important changes in the administration include the employment of a full-time administrative assistant to Supt. Floyd Brett. The new assistant supervises all bus and transportation problems, janitorial services, purchasing and distribution of supplies.

The grades have been similarly consolidated, with a reduction of one-room schools from 25 to 14. One grade school in Belvidere handles the first four grades, and the next school the upper four grades. A rural vocal music supervisor and a speech teacher are employed.

Plans for new elementary buildings are in process of completion following a survey conducted by the State University Planning Committee.

### PERSONAL NEWS SCHOOL BOARD OFFICIALS

► The school board of Kent, Wash., has reorganized with WALTER RUTH as chairman, and LYLE SANDELLUS as vice-chairman. Two new members of the board are DR. O. V. ANDERSON and CLIFFORD BROWN.

► The school board of Newport, Ark., has reorganized with JUDSON N. HOUT as president, and L. H. BEAUMONT as secretary. R. C. BIGGADIKE has been appointed as a member, to succeed Carl Lindsey.

## THE CRAGMONT TEST

(Concluded from page 40)

### The Function of Glass Blocks

The prismatic glass blocks control the light as it enters the classroom by directing it to the ceiling which, in turn, reflects it deep into the room and down onto the working surface. Because of the capacity of the blocks to direct the major portion of the light upward, their brightness, when viewed from below the horizontal, is low and shading devices are unnecessary. While these features have led to the use of these blocks in many schools in the south, east, and north-west, their use in California has been limited because of the feeling of many architects and some school authorities that north light is the most ideal. It was felt further that an even greater control of light was necessary to handle California sunshine than could be given by the prismatic block.

To answer this demand for a light-directing block with lower surface brightness, there has been designed and produced a new special purpose light-directing glass block which, even under the most extreme sunshine conditions, is less than 50 per cent as bright, when viewed from below the horizontal, as the original block. The Cragmont Test classroom is the first installation of this new block.

As a further check on sun control, we have experimented with two methods of controlling the sun on the clear vision strip directly below the bottom line of the glass block. On one half of the vision strip windows of the classroom, venetian blinds have been installed. These blinds are thirty inches high and take up only an area of approximately one quarter of what would be needed for the clear windows usually found in an ordinary classroom. These blinds are a sure method of controlling the sun. There are still certain problems, however, that must be considered. First, when the blinds are drawn, the clear vision strip is lost and a shut-in effect may result. Second, they are still under so-called "teacher control," and the amount of light entering through them will vary throughout the day. They must be adjusted as the sun moves. Third, the blinds may reduce natural ventilation in hot weather, although the glass block theoretically should provide a considerable amount of insulation.

### Another Method Used

In the other half of the classroom a temporary wood canopy has been built over the vision strip. This canopy, which has been termed a "baffle," should in theory eliminate the need for and use of Venetian blinds. If this method of sun control is successful, further studies will be made with the view of substituting, in lieu of wood, some lightweight material, such as aluminum, which will not require painting periodically. This baffle eliminates any possible shut-in effect, insures adequate ventilation in hot weather and makes unnecessary teacher control of the blinds. It will be of interest, also, to determine whether the sun striking the top surface of the baffle will reflect an added amount of light through the glass block to the ceiling of the classroom.

Two new shades of chalkboards have been installed in the experimental classroom. The shades are coral and blue and have never been used before. Installed for the first time, also, is a strip of cork shaded in buff. The selection of these colors has been governed by

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standards developed by the American Institute of Architects and the Illuminating Engineering Association, as approved by the American Standards' Association.

For artificial lighting the special light fixtures have been installed. They are well adapted to classroom illumination in that their concentric rings shield completely from glare, obviate dust accumulation, and provide no place for paper wads to accumulate. A light reading, taken after the installation of these fixtures, indicated approximately 30 foot-candles of light on a desk top on a normal day. On the same day in the "as is" unit of the test building the reading was less than 10 foot-candles of light.

The acoustical installation is 24 by 24-in. material fastened by screws to wood furring strips.

### Final Report to Be Made

The Cragmont Test will be continued for several months. At its expiration a final report of the findings will be made. This report will be used as the basis for inclusion or exclusion of materials and fixtures in new school buildings.

Actually, there will be three pilot rooms to draw from: the model kindergarten and elementary rooms, mentioned earlier, as well as the present test room.

It is fortunate that data from these rooms is available. Last November a bond issue was passed for approximately \$8,000,000 for building purposes. It is the desire of the community to provide the best possible school buildings for its children and these three rooms will be of material assistance in attaining this goal.



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## DO TEACHERS HATE SUPERINTENDENTS?

(Concluded from page 30)

demonstrations of honest sympathy go far to make people contented.

Miss Smith's work in the classroom is deteriorating and she is nervous and irritable. On the surface it would appear that she should be taken to task. A little investigation may reveal that she is the sole support of an aged mother who is incurably ill and is a heavy burden on her mind and body. If the superintendent takes the trouble to learn this he will not expect her to carry both her daily work and a second and perhaps greater load without some loss of effectiveness as a teacher. A word of recognition of her trouble will help her to carry on and will improve her morale tremendously.

### Improvement Imperative

This division in our ranks must be closed if our profession is to move forward. We cannot allow ourselves to drift further into intramural battle. The children whom we serve will be the principal sufferers if we do.

It behooves those of us who labor as administrators to look to our philosophies and practices and to help teachers to do their part in sealing the rift amongst us.

## WITH THE AASA AT ATLANTIC CITY

(Concluded from page 42)

State. The amendment was voted down. The Association expressed its commendation of the National School Boards Association for its renewed activity and expanding program in the interest of greater school support.

### School Architecture Exhibit

A distinctly worth while feature of the Convention was an exhibit of plans, photographs, and models of recent elementary and secondary school buildings. The display gave an insight into recent experiments in classroom arrangements and lighting and provided a rather good idea of the postwar progress in school-house planning and construction.

It is to be hoped that similar exhibits will become a regular feature of the AASA Convention.

The convention chairman intimated that the Association aims to hold its 1951 convention in Atlantic City because no other community can provide the great amount of hotel rooms, meeting places, and convention space.

### The Yearbook

In presenting the Yearbook of the Association, which is devoted to "Public Relations for America's Schools" Supt. Paul J. Misner called attention to the fact that "the dominant theme of the Yearbook is co-operation. Public relations is interpreted as a two-way process by which schools communicate with the public

and, in turn, provide opportunities for the public to communicate with the schools."

### Officers for 1950

Jordan L. Larsen, superintendent of schools, Mt. Vernon, N.Y., was elected second vice-president, and Supt. Virgil M. Rogers, Battle Creek, Mich., was chosen member of the executive committee. These officers began their terms on March 15 with Supt. Warren T. White, Dallas, Tex., who was elected president on January 7 by a mail vote.

► DON L. FARMER, of Florence, Kans., has been re-elected for a two-year term.

► SUPT. L. W. SODERSTROM, of Lindsborg, Kans., has been re-elected for another year.

► SUPT. RECTOR JOHNSON, of Broken Bow, Okla., has been re-elected for a fourth term.

► SUPT. SIDNEY E. TRIMMEL, of Howard, Kans., has been re-elected for another two-year term.

► SUPT. LLOYD C. KEEFAUVER, of Gettysburg, Pa., is beginning his second four-year term as head of the schools.

► JOHN W. GILBAUGH, of Winona, Kans., has accepted the superintendency at Humboldt.

► SUPT. J. C. PRICE, of Mound Valley, Kans., has been re-elected for a two-year term.

► SUPT. D. W. FRAZER, of Scotia, Neb., has been re-elected for another year.

► DR. L. E. SPIKES, superintendent of schools in Burlington, N. C., who is with the educational staff under General MacArthur, will remain in Japan until June 7.

► PAUL HORN, of Moorhead, Minn., has been elected to the board of directors of the Minnesota School Boards Association. OTTO W. BARBO, Braham, was elected vice-president; and DR. A. Z. JACOBSON was re-elected as secretary.

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# AASA Exhibits Reflect Building Activity

*Atlantic City Show Educationally Most Important in AASA History*

The commercial exhibits clearly reflected the new era in school construction and educational equipment to provide a classroom atmosphere most conducive to learning. The chief concern of superintendents, business managers, school board members, and architects attending the convention centered in new school construction and equipment. It was clearly evident that practically every school administrator present was most interested in his urgent building and expansion program.

The architectural exhibit displaying the latest and best in new school design was crowded at most times and unquestionably provided the answers to the problems of many school districts. The floor plans and elevations shown ranged from the traditional two-story structure and the one-floor expanded building to the newer or more extreme designs offering various advantages for lighting and classroom activities. This exhibit has become in recent years one of the most worth-while parts of the Convention, offering as it does an opportunity to study local building programs with what has been done in various sections of the country to answer the same or similar building problems.

Co-operation between manufacturers of competing systems of lighting was evident. Each manufacturer exhibiting seemed to realize the single part his product plays in the complete development of a classroom to provide the co-ordination so necessary for the best educational results. Window frames for glass, directional glass blocks, fluorescent and incandescent lighting, natural finish school furniture, attractive chalkboards, and colored wall paints were exhibited, showing the relationship of one to the other providing for the health and comfort of the pupil in the classroom.

The problem of maintenance of school buildings and equipment so necessary for efficiency in any building was presented by 40 exhibitors. The opportunity of securing the answer to any maintenance problem was offered to all school administrators covering the exhibits.

Exhibits of educational classroom supplies, equipment, and books occupied more than half of the exhibit floor, with the publishers predominating. The different philosophies of education were apparent from the textbook offerings of publishers covering the traditional, semiprogressive, and progressive or modern trends. The newest and best in new teaching materials were displayed and a choice depending upon the school administrator's philosophy was available.

## Pupil Transportation Featured

Pupil transportation not only in consolidated schools but in villages and many city school districts is an important problem of school administration as was evidenced by the interest shown by visitors at the 12 automobile and bus manufacturers' exhibits. The safety factor in operation, loading and unloading of children, as well as the original cost versus upkeep were stressed.

Among some of the interesting new products shown at this Convention for the first time were a colored chalk, the first to be developed

for chalkboard use, easily erased without a trace of color remaining; a flat classroom desk, tilting at 10° and 20° with a separate chair; many new and revised textbook series on all basal subjects; a new encyclopedia of 20 volumes developed entirely since World War II; directional lighting blocks offering an improved appearance with blocks designed for different light exposures; a school bus with exit on the side to assure quick unloading when accidents happen to the rear of the bus; and a new plastic relief map having the advantage of easy cleaning without harm to the map itself.

In all, 325 individual firms exhibited, the largest number at any A.A.S.A. Convention. Nearly 500 exhibit booths were used for this tremendous display of textbooks and related text materials, instructional material, equipment and supplies, and products for construction, operation, and maintenance of the school plant. A fine professional service relationship between exhibitors and administrators characterized this great national exhibit offering most valuable guidance and exceptional service to administrators in the evaluation and selection of the best materials, equipment, and supplies for school operation and maintenance. It can be said that education as we know it today would be practically impossible without the products and professional services of the concerns exhibiting at this convention.

## Associated Exhibitors Program

The annual program of the Associated Exhibitors again presented Fred Waring and His Pennsylvanians for the entertainment of school administrators. Preceding the entertainment,



President Ronald M. Maxwell of N.E.A. Exhibitors Association presenting 1950 Education Award to Roy E. Larsen.

President Ronald M. Maxwell presented the S. D. Shankland Scholarship for graduate study in school administration to Norman J. Boyan, now a candidate for the degree of doctor of education, Graduate School of Education, Harvard University.

The American Education Award for 1950 was presented to Roy E. Larsen, president of Time, Inc., and chairman of the National Citizens Commission for the Public Schools.

At the annual meeting of the Associated Exhibitors of the N.E.A., T. D. Wakefield, vice-president of Wakefield Brass Company, Vermilion, Ohio, and Willis H. Scott, vice-president of Scott, Foresman and Company, Chicago, Ill., were made directors. The new officers for 1950 elected by the directors following the annual meeting are as follows: president, John D. Horne, Eberhard Faber Pencil Company, Brooklyn, N. Y.; vice-president, Dallas Shields, Superior Coach Corporation, Lima, Ohio; secretary-treasurer, Paul L. Crabtree, Island Falls, Me.

## OPEN COMMUNITY LIBRARY IN HIGH SCHOOL

Created by action of the Jersey Shore, Pa., school board, a community library has been located in the Jersey Shore high school and will be supervised by a board of trustees, announced Charles W. Potter, superintendent of schools. The board of trustees is made up of the president, vice-president, and secretary of the school board plus five lay members, in accordance with state laws. With a collection of 2500 books at present, an annual budget will provide for the purchase of additional books. The library will be maintained with school board funds and tax funds.

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**PUBLIC SPEAKING** classes may make recordings of student speeches for later play-back with corrections and criticisms.



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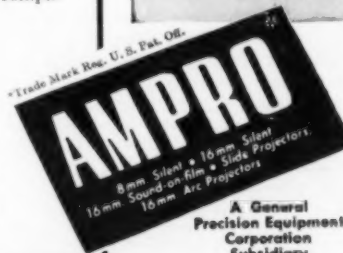
**CONTROLLED DICTATION** for shorthand and secretarial classes is possible with handy, low cost tape recordings which may be used over and over again.



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MAINTENANCE  
COSTS**

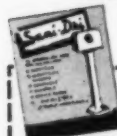
**GIVES YOU CLEANER,  
MORE SANITARY WASHROOMS**

Compare present day towel costs with modern Sani-Dri electric hand dryers. You'll discover amazing savings over towels . . . and the time and trouble of servicing empty towel cabinets and waste containers is eliminated completely! New, faster-drying Sani-Dri provides automatic 24-hour hand or face drying service with a stream of hot air . . . the most sanitary method known! New heating element and faster-flow nozzle dries hands or face faster than ever before!

**SAVES 85% OF WASHROOM COSTS**

Sani-Dri quickly pays for itself out of savings! No buying or stocking of towels. No unsanitary litter to clean up . . . no paper-clogged pipes . . . no fire hazard . . . no servicing of towel cabinets. Sani-Dri has carried the Underwriter's Seal of Approval for 18 years. It is the only electric dryer that has proven its dependability in over 22 years' use!

Distributors in Principal Cities  
**THE CHICAGO HARDWARE FOUNDRY CO.**  
"Dependable Since 1897"  
3450 Commonwealth Avenue  
NORTH CHICAGO, ILLINOIS



The Chicago Hardware Foundry Co.  
3450 Commonwealth Avenue  
North Chicago, Illinois

GENTLEMEN: Please send literature on the following:

☐ Brochure 1082 on new, faster-drying Sani-Dri Electric Hand and Face Dryer

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

**ORGANIZE SCHOOL-BUS  
MANUFACTURERS**

Eight leading manufacturers of school-bus bodies have organized a nonprofit, voluntary trade association, to be known as The School Bus Body Manufacturers' Association. The first meeting of the group in Atlantic City, February 24, adopted as its purpose "to contribute in the public interest and to the success of firms manufacturing school coach bodies by assisting in the solution of problems affecting the industry and the general public." The group will promote free competition and the development of safety features in coach bodies. Its members will collect technical and other information and stimulate friendly relations among its members and throughout the industry.

The charter members are: Blue Bird Body Company; Carpenter Body Works, Inc.; Hackney Brothers Body Company; Hicks Body Company, Inc.; Oneida Products Corporation; Superior Coach Corporation; P. A. Thomas Car Works, Inc.; Ward Body Works, Inc.

John H. Shields, president of the Superior Coach Corporation, was elected the first president



President John H. Shields (left) and  
Director Herbert S. Blake, Jr.

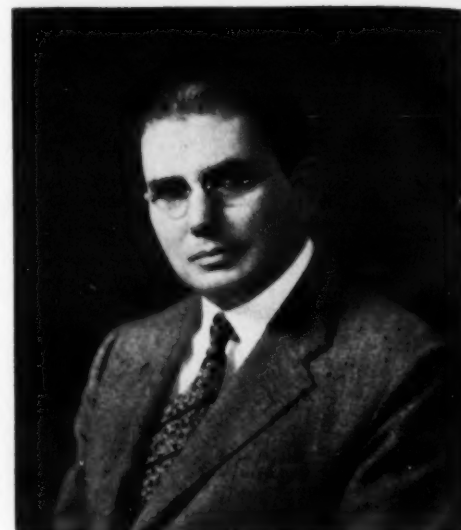
of the organization. A. L. Luce, of the Blue Bird Body Company, was elected vice-president, and Herbert S. Blake, Jr., New York City, was named managing director.

**CYRUS W. KNOUFF PASSES**

Cyrus W. Knouff, editor of *Everyday Art*, and vice-president in charge of sales with the American Crayon Company, died February 10 at the age of 74, in Tucson, Ariz. Mr. Knouff was wintering there with his son.

In Cyrus Knouff's passing, the art world—both commercial and classic—has lost a valuable friend and champion, for it was through his tireless efforts that art was brought into the lives of people everywhere in the United States.

Mr. Knouff's philosophy was that anything, even the most commonplace object, could be made to conform to principles of art and beauty. Through patient, step-by-step progress he succeeded in injecting this ideal into the thinking of art educators and manufacturers and thence into the aspects of everyday American living. It was he who glorified the position of art in homes, schools, offices, and factories. And it was under his enthusiastic editorship that the American Crayon Company put into publication in 1922 the



The late Cyrus W. Knouff.

little magazine *Everyday Art*, which has proved to be an invaluable aid to art educators and students.

It is no surprise that this man, who vigorously campaigned for "art in everyday life," was so successful in achieving his idealistic goal when one learns that his favorite hobby was the "winning and holding of friends." Mr. Knouff was respected and admired by friends the world over, not merely for his success, but for his generous and friendly nature, his high ideals, and his fine qualities.

Cyrus Knouff was born July 15, 1875, in Cass County, Ind. He attended Wabash College, Crawfordsville, Ind., and Lake Forest College, from which he received his bachelor of arts degree. After being awarded his master's degree from the University of Chicago, he served as a high school teacher in Clarinda, Iowa, until he accepted the position of high school principal in Kokomo, Ind. He later held principalships in both Wabash and Richmond. Having risen to the position of superintendent of Tacoma, Wash., high schools, Mr. Knouff left the teaching profession to join the Prang Company of Chicago, then the most progressive art education firm in the United States. In 1919 he became educational director of the American Crayon Company and later vice-president in charge of sales and member of the board of directors.

Mr. Knouff is survived by his wife, and his son, Alfred.

**New School Equipment**

**IN-WALL MARKPROOF CASTERS**

The Schieber Manufacturing Company, Detroit, has announced an improvement in their In-Wall folding and bench equipment.

New rubber casters, of the same dimensions as formerly, have been devised which do not leave black streaks on floors. These casters offer the same long life as those formerly used, and are equipped with the same oilless bronze lifetime bushings.

The Schieber Company has announced that it has increased its manufacturing facilities with the addition of a 6000 square foot assembly area. Operations are now on an around-the-clock schedule to accommodate the growing demand for folding tables and benches.

For complete information write to the Schieber Mfg. Co., 12720 Burt Road, Detroit 23, Mich.

For brief reference use ASBJ-0412.





## Better protection for school lockers

### DUDLEY RD2

Rustproof stainless steel case

Dependable 3-tumbler mechanism

Self-locking . . . dial and tumblers spin when hasp is pushed home

Easy-to-read 40-division dial, white markings on black . . . 64,000 possible combinations



Guaranteed for two years

Write for Catalog Folder showing combination and Master-Keyed combination padlocks and built-in locks . . . and details of Self Financing Plan.

### DUDLEY LOCK CORPORATION

570 West Monroe St., Dept. 412, Chicago 6, Ill.



\$32.50 f.o.b. Chicago

## UNIQUE FILMSTRIP LIBRARY PLAN . . .

Filing, storing and booking of filmstrips is made easy with this new simplified library plan. No wasted time searching.

This attractive steel cabinet contains six drawers . . . space for 270 filmstrips. Each compartment numbered for keying by title, subject matter, grade level. Booklet on operating library is provided.

A glance reveals titles available, or where filmstrips are, and when due back. Additional cabinets can be lock-stacked to make plan expandable. Hundreds in use. Order this efficient library system now!

### JACK C. COFFEY CO.

205 West Wacker Drive • Chicago 6, Illinois

## New Supplies and Equipment

### TEN-TWENTY AMERICAN UNIVERSAL DESK

The American Seating Company has announced a 10-page illustrated booklet, describing its new "Ten-Twenty" Universal desk, with level, 10- and 20-degree top positions, plus automatic fore-and-aft seat adjustment and other visual and postural features.

The booklet which includes a quick summary of the studies of the Texas Inter-Professional Commission on Child Development, shows that children in classrooms are exposed to glaring or insufficient light and to harmful posture, with attendant visual focusing problems. The booklet includes a list of reference books on lighting, seeing, seating, posture, and child development.

Complete information is available from the American Seating Co., Grand Rapids 2, Mich. For brief reference use ASBJ-0401.

### FENESTRA DOOR HARDWARE IMPROVED

The Detroit Steel Products Co., Detroit, Mich., has announced an improvement in its door hardware for Fenestra hollow metal doors. The hardware now comes with a lacquer finish, which is impervious to cleaning fluids, as well as to the salts and acids of human perspiration. It is also resistant to bumps, scratches, and abrasions.

The formula for the lacquer, which is the result of two years' research, is baked to a bright,



Fenestra Door Knob after 150 hour exposure.

high luster, which cannot be dissolved by any standard paint remover or lacquer thinner. The new door finish is effective in eliminating the need for hardware replacement or refinishing due to tarnish or corrosion.

The photograph shows a Fenestra knob with the new lacquer after it had been subjected to 150 hours of the salt spray, without a pinpoint of penetration. Tests showed that concentrated sulphur atmosphere takes several hours to make any penetration, and repeated blows produced no breaks.

For complete information address the Detroit Steel Products Co., 3107 Griffin St., Detroit 11, Mich.

For brief reference use ASBJ-0402.

### ANNOUNCE 1950 VOIT CATALOG

The W. J. Voit Rubber Corporation has issued its 1950 Athletic Equipment Catalog, describing and illustrating its new and improved items. These include the XB20 custom-built basketball, made with "cold rubber"; an improved line of PG utility balls; an improved versatile BT2 professional model batting tee; a three-quarters length air mattress; and a redesigned and improved surf crest rider.

A copy of the catalog is available by writing to the Voit Rubber Corporation, 1600 E. 25th St., Los Angeles 11, Calif.

For brief reference use ASBJ-0403.

(Equipment News continued on page 102)

## Used Equipment for Sale

40 student's cooking tables, birch top, 42" x 60", shelves under top for 4 students, seat at each corner, condition — fair, \$40.00 each.

100 box top and 180 study top National student's desks, iron pedestal base, brown finish, desk and seat combination, 24" x 17" varnished top, condition — fair \$5.00 each.

130 study top American student's desks, iron pedestal base, green finish, desk and seat combination, 24" x 17", varnished top, condition fair, \$5.00 each.

### Milwaukee Vocational and Adult Schools

1015 North Sixth Street  
Milwaukee 3, Wisconsin

### The Eastern Teachers' Agency

200 Sunrise H'way, Rockville Centre, L. I., N. Y.  
Recommends Highest Type Administrative Candidates to School Boards and School Superintendents.

Member N.A.T.A.

ALL-WEATHER PLAYGROUNDS now possible for every school at LESS THAN \$1.00 PER SQUARE YARD. For road repairs buy a pavement asphalt. Improve the health and physical education program with an outdoor gymnasium of smooth, dry, resilient, NATURAL ROCK ASPHALT from the Missouri deposit. You can't wear it out; gets smoother every time used. I'll cut your surfacing costs in half.

O. R. BARKDOLL  
Downers Grove, Illinois

## The Yates-Fisher

### Teachers Agency

PAUL YATES, Manager  
ESTABLISHED IN 1906  
FROM KINDERGARTEN  
THROUGH UNIVERSITY  
23 E. Jackson Blvd.  
Chicago 4, Illinois  
MEMBER NATA

# GLOBE SPRINKLERS



## FIREMEN EVERY 10 FEET

**The First Five Minutes.** More can be done in the first five minutes after a *FIRE* starts than in the following five hours. Stop *FIRE*... in the first five minutes... with GLOBE Automatic Sprinklers.

**GLOBE AUTOMATIC SPRINKLER CO.**  
NEW YORK... CHICAGO... PHILADELPHIA  
Offices in nearly all principal cities

### THEY PAY FOR THEMSELVES

## Choose

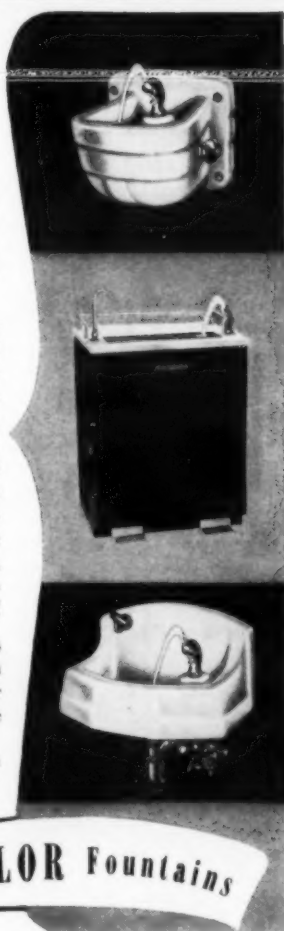
### THE TYPE THAT MEETS YOUR NEED

You'll find the Halsey Taylor line of fountains ideal for school installations. There's a type to meet your requirements... pedestal, wall, battery or cafeteria cooler! The newest Halsey Taylor development, the Lo-Level Cooler is designed with the child in mind. Foot-pedal control permits filling glass with water while holding lunch-tray... the result, greater convenience, less confusion, faster handling of traffic!

And of course, patented features to safeguard sanitation, are an integral part of Halsey Taylor design... in every model! Write

THE HALSEY W. TAYLOR CO.,  
Warren, Ohio

## HALSEY TAYLOR Fountains



## FOR ALL FOLDING-CHAIR NEEDS

# American "FOLDING FORTIES"

### OFFER COMFORT, GOOD LOOKS, DURABILITY, ECONOMY

- ✓ CAFETERIAS
- ✓ LIBRARIES
- ✓ GYMNASIUMS
- ✓ OFFICES
- ✓ CLUB ROOMS
- ✓ AUDITORIUMS
- ✓ ASSEMBLY ROOMS
- ✓ CHAPELS



**American Folding Chair No. 44 with plywood seat—Strong:** Frame is triangular steel tubing with solid-steel cross braces. **Comfortable:** Formed hardwood seat of five-ply urea-resin-bonded plywood, 14 1/4" wide, 15" deep; light-walnut stained, durably lacquered. **Formed-steel back panel.** **Safe:** Can't tip forward in use, no snagging, pinching, or soiling hazards. **Quiet:** Folds quickly and quietly; easy to carry and store. Metal parts finished in baked enamel. Replaceable rubber feet.

**No. 43—**Same durable construction, with formed-steel seat. Suitable also for outdoor use.

*American Seating Company* Grand Rapids 2, Michigan

Branch Offices and Distributors in Principal Cities  
Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs



## Concealed Irrigation

**Uniform coverage**

More beautiful turf—softer, thicker, safer to play on—is assured with SKINNER underground irrigation equipment.

**Low cost maintenance**

All parts are accurately machined from brass, bronze and stainless steel for durability and dependable performance. Economical to install, easy to use. Full details on request with no obligation whatsoever.



**The SKINNER IRRIGATION COMPANY**  
502 Canal St., Troy, Ohio

Pioneer and leader in irrigation for nearly a half century



## Quality School Construction

... UNDER  
60c PER CU. FT.

Authenticity of this statement, which headlined an advertisement in the February JOURNAL, was questioned by a superintendent of schools calling at our exhibit during the A.A.S.A. Convention at Atlantic City. This superintendent has an \$800,000 building project under way and any such low construction cost would allow for much additional schoolhousing facilities without increasing the budget. With this administrator were two other superintendents all having building projects and all expressing a keen interest in the products of this advertiser and their utilization in school construction.

Product and service information secured through the medium of this advertisement will unquestionably result in large savings for these communities in their school building projects. Advertising of building materials, equipment, and operating supplies in this issue of the JOURNAL offers products and services that can effect large savings not only in first costs but for the life of the building.

The professional service relationship of advertisers in the JOURNAL and Top Management in School Administration provides a very sound basis of evaluating and specifying building materials, equipment, and operating supplies. Refer to the advertising in this issue for product and service information and then make use of the inquiry form on the opposite page.



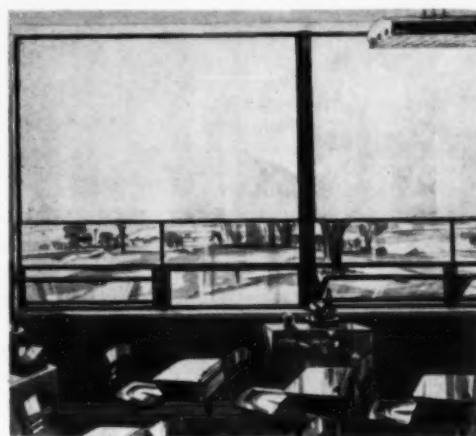
BRUCE —  
MILWAUKEE

## New Supplies and Equipment

### NEW INTERMEDIATE WEIGHT STEEL WINDOW

The Truscon Steel Company has announced a new type of intermediate weight steel window for classroom use, which has three advantages.

The new classroom window offers increased light effectiveness, produces marked economy in first cost, and has superior maintenance factors



New Truscon Steel Window.

from the standpoint of washing and replacement of glass.

The window is built in widths up to 10 ft. maximum and in heights up to 9 ft. The large upper fixed light is for glazing with one of the many types of  $\frac{1}{4}$ -in. wireglass in a light diffusing pattern. The lower portion, or vision strip, is glazed with  $\frac{1}{8}$ -in. or  $\frac{1}{4}$ -in. clear glass. Alternate glazing possibilities, depending upon geographical location, climatic conditions, and window opening exposure, are offered.

For full information write to the Truscon Steel Co., Advertising Dept., Youngstown 1, Ohio. For brief reference use ASBJ-0404.

### WESTINGHOUSE ANNOUNCES A-B-C PLAN FOR SCHOOL LIGHTING

The Westinghouse Corporation has issued a 20-page illustrated booklet, describing its A-B-C plan for school lighting. The booklet discusses the problems typical to most schools, including (1) how much light, (2) what kind of light, (3) what type of lighting fixture, (4) how many lighting fixtures, (5) what plan will produce the best job, and (6) what additional factors should be considered.

The booklet recommends a lighting equipment to meet the typical need. Complete data is included for each type of lighting fixture, and sample lighting layouts are given. A comparison of several lighting fixtures is presented in tabular form.

A copy of the booklet (B-4556) is available by writing to the Westinghouse Electric Corporation, Box 2099, Pittsburgh 30, Pa.

For brief reference use ASBJ-0405.

### ANNOUNCE NEW MAGNETIC TAPE RECORDERS

The Brush Development Co., Cleveland, has announced a complete line of magnetic recorders for 1950. Eight new models incorporating new features have been placed on the market. The line includes the standard sound-mirror cabinet model, available in dark mahogany, as well as in blond mahogany finish. It comes in both auto-

matic and manual mechanism, with 30- and 60-minute playing time.

The improvements include changes applied to clutches, replacement of old-type capstan assemblies, special back panels on the cabinet models for telephone-type plug connections for radio output, microphone input, and external speaker output, making it unnecessary to remove the back panel for a radio connection.

The portable, canvas-covered sound-mirror is available in 30- and 60-minute, automatic and manual models.

The educational model, a recent design, incorporates many new developments, including extended frequency response, increased output to give greater volume, new accordeon "cone" speaker, and handles affixed to the unit to make it transportable.

For complete information write to the Brush Development Co., Cleveland, Ohio.

For brief reference use ASBJ-0406.

### ANNOUNCE RANDOM CLEAR GLASS BLOCK

The American Structural Products Co., Toledo, Ohio, has announced Random Clear, an insulux glass block design with sparkling transparency which enhances the beauty of modern types of architecture.



Random Clear Glass Block.

The new block, which is available in the 12-in. size, has the appearance and characteristics of a hand-formed product, an effect obtained by using different combinations of slightly dissimilar molds. The block is designated as Insulux Glass Block No. 31.

For additional information write to the American Structural Products Co., Toledo 1, Ohio.

For brief reference use ASBJ-0407.

### NEW UNDERWOOD DELUXE ELECTRIC TYPEWRITER

The Underwood Corporation has announced a new 1950 Deluxe electric typewriter, featuring keyboard controlled electric margins and adjustable internal cushioning for quieter operation.



Underwood Electric Typewriter.

Simplified electric margins enable the operator to set left and right margins without raising the hands from the keyboard.

Internal cushioning consisting of rubber insulation is placed between the typewriter-operating mechanism and the machine base. This floating, powered typing, which is adjustable to the operator's demands, helps isolate and reduce noise transmission and vibration.

These new electric typewriters are available at the *Underwood Offices, One Park Ave., New York 16, N. Y.*

For brief reference use ASBJ—0408.

#### GULF SANI-SOIL SET

The Gulf Refining Company has issued an illustrated folder describing its Sani-Soil Set, a modern proved agent for controlling dust on playgrounds, athletic fields, and other unpaved areas. The material is odorless, nonstaining, nontoxic to skin abrasions, and has definite germicidal properties.

Among the advantages claimed for Sani-Soil Set are: It eliminates dust, safeguards health, reduces maintenance, lasts a year, makes house-keeping easier, reduces sun glare, improves general appearance, and saves money.

Sani-Soil Set, because of its low volatility and its insolubility in water, remains effective for long periods. One application per season or year is sufficient. It will withstand heat from the sun and the washing action of heavy rains or prolonged wet seasons.

For complete information write to the *Gulf Refining Company, 3800 Gulf Bldg., Pittsburgh 30, Pa.*

For brief reference use ASBJ—0409.

#### NEW WESTINGHOUSE AIR HANDLING UNITS

A new line of air handling units, designated Types AH and AV, intended for remote installations in central plant air conditioning systems, has been announced by the Westinghouse Electric Corporation. These units which may be used for commercial and industrial systems, range in size from 1,650 to 14,060 c.f.m., and up to 18,000 c.f.m. when water coils are used. Standard and double-tube steam heating coils are available.

Each unit, in standardized design and construction, consists of a fan section, with two inclined blade silent vane fan wheels mounted on a common shaft; a coil section with drain pan for cooling and heating coils; filter sections; face and bypass dampers, and other accessories. The fan section is composed of a fabricated steel angle frame enclosing a double fan unit with shaft and bearings. The coil section consists of an angle iron frame with insulated panels, heating and cooling coils, and face and bypass dampers.

For further information write to the *Sturtevant Division, Westinghouse Electric Corporation, Hyde Park, Boston 36, Mass.*

For brief reference use ASBJ—0410.

#### NEW LIBRARY BUREAU CATALOG

A detailed catalog on its new line of library furniture and equipment has been announced by the Library Bureau of Remington Rand, Inc.

This 52-page catalog contains pictures, descriptions, and data on modern wood furniture of the "Trend" design, as well as custom-made charging desks, wood and steel shelving, exhibit cases, magazine racks, fire-resistive cabinets, and library products and services.

A picture-story covering the various manufacturing operations entering into "Trend" furniture is a feature. Another section contains pictures of installations of Library Bureau equipment in leading libraries all over the nation.

The catalog, designated as LB 1-50, may be obtained by writing to any branch office, or to the main office of *Remington Rand, Inc., at 315 Fourth Ave., New York 10, N. Y.*

For brief reference use ASBJ—0411.

## Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

Code No.	Page No.	Code No.	Page No.
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42 American Radiator & Standard Sanitary Corp.	14	441 Natural Slate Blackboard Co.	68
43 American Seating Company	101	442 Nelson Division, Herman	2 & 3
44 Ampro Corporation, The	97	443 Nesbitt, Inc., John J.	4th cover
45 Armco Steel Corporation	72	444 Norcor Mfg. Company, Inc.	92
46 Barkdoll, O. R.	100	445 Oneida Products Corporation	85
47 Bay West Paper Company	93	446 Peabody Company, The	63
48 Burke Company, J. E.	86	447 Pick Co., Inc., Albert	92
49 Certified Ballast Mfgs.	2nd cover	448 Pittsburgh-Corning Corp.	7
410 Chicago Hardware Foundry Co.	98	449 Pittsburgh-Des Moines Steel Company	59
411 Coffey Company, Jack C.	100	450 Powers Regulator Co.	15
412 Crane Company	11	451 Professional Directory	10
413 Delta—Rockwell Power Tool Division	17	452 Remington Rand, Inc. (Office Typewriter)	64 & 65
414 Detroit Steel Products Co.	5 & 75	453 Reo Motors, Inc.	95
415 Ditto, Incorporated	90	454 Richards-Wilcox Mfg. Co.	81
416 Dodge Div., Chrysler Motors	91	455 Sexton & Company, Inc., John	104
417 Dudley Lock Corporation	100	456 Skilsaw, Inc.	88
418 Eastern Teachers' Agency	100	457 Skinner Irrigation Company	101
419 Endur Paint Company	12 & 13	458 South Bend Lathe Works	88
420 Flynn Mfg. Co., Michael	18	459 Speakman Company	4
421 Globe Automatic Sprinkler Co., Inc.	101	460 Standard Mfg. Co.	94
422 Goodyear Tire & Rubber Co.	87	461 Steele Mfg. Co., Oliver C.	82
423 Griggs Equipment Company	86	462 Superior Coach Corporation	89
424 Grinnell Co., Inc., The	77	463 Taylor Company, Halsey W.	101
425 Gulf Oil Corp.	71	464 Trane Company	8
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428 Hillyard Sales Companies	60	467 U. S. Plywood Corporation	6
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431 Huntington Laboratories, Inc.	70	470 Wayne Iron Works	74
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434 Maico Company, Inc., The	67	473 Westinghouse Elec. Corp. (Home Economics)	16
435 Master Lock Company, The	84	474 Williams & Brower, Inc.	99
436 Mengel Company, The	9	475 Yates Fisher Teachers' Agency, The	100
437 Milwaukee Vocational and Adult Schools	100		
438 Minneapolis-Honeywell Regulator Co.	3rd cover		

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE-MILWAUKEE.

#### THE AMERICAN SCHOOL BOARD JOURNAL

400 N. Broadway, Milwaukee 1, Wis.

1950

Please send information offered in the advertisements we have encircled

40	41	42	43	44	45	46	47	48	49	410	411
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472	473	474	475								

Also information on .....

Name ..... Please Print

Title ..... School .....

City ..... Zone ..... State .....





# *Tailored:* to your table

*Good Food for Pleased Guests*



For tip-top meals, here's the tip-off! Include in your carefully planned service the right Sexton sauce . . . to sharpen the appetite for a buffet meal . . . to bring out the flavor of roast or steak. These sauces are concocted especially for your use, in our Sunshine Kitchens, from the finest ingredients. Your table test will prove them best.

JOHN SEXTON & CO., 1950